

St. Mary's Catholic Primary School



Love, Grow, Believe, Achieve!

Assessment, Reporting & Recording Policy

Issue	Author	Date
1.0	C Russell	July 2022

Introduction

*Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is **to support every learner to make progress**. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.*

*Assessment plays a fundamental role in ensuring each **individual learner is supported and challenged accordingly**. It should contribute to developing a **holistic picture** of the learner – **their strengths, the ways in which they learn, and their areas for development** – in order to inform next **steps in learning and teaching**. **Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a 'best-fit' basis.***

*To support individual learner progression, assessment has **three main roles** – **supporting individual learners on an ongoing, day-to-day basis**; identifying, capturing and reflecting on individual learner **progress over time**; and understanding **group progress in order to reflect on practice**.*

Welsh Government Curriculum for Wales

At St. Mary's assessment is an integral part of our curriculum and teaching and learning on a daily basis to ensure learners make good progress. Teachers work closely with learners to identify what they know, what they need to know next and what strategies will help them to do this. Staff make informed judgements about pupil progress and achievements. At St. Mary's we understand that assessment is an ongoing process which informs teaching and learning and is integral to future planning.

Aims of Assessment

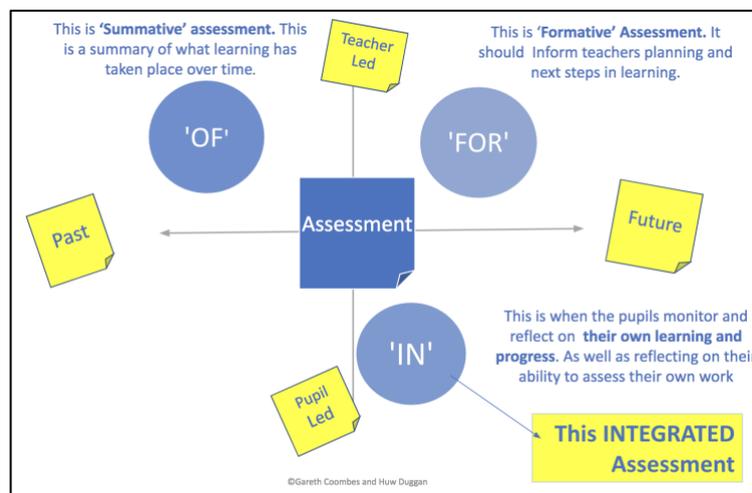
The aims of assessment at St. Mary's are to:

- evaluate the learners' work by using common practices across the school;
- regularly and effectively respond to learners' work so that they receive positive and constructive feedback;
- ensure that learners understand any judgements made regarding their work and use this information to improve;
- improve communication between the school and parents and, therefore, help parents become more involved in their children's progress;
- facilitate a smooth transition between year groups, progression steps and schools.

Types of Assessment

At St. Mary's different types of assessment are used to assess pupil progress. We use 3 main types of assessment:

- Assessment **OF** Learning – summative assessments, i.e. national personalised assessments/ tests
- Assessment **FOR** Learning – day-to-day ongoing assessment with learners on a daily basis
- Assessment **IN** Learning – learners monitor and assess their own learning and progress



Assessment for Learning

Assessment for learning involves using assessment in the classroom on a daily basis to ensure learners make good progress within the lesson and across a series of lessons over time. Teachers help learners to understand where they are in their learning in relation to the lesson learning objective and support them to 'close the gap' between what they currently know and what they can achieve by the end of the lesson. This type of assessment is closely linked to teachers' curriculum planning so that next steps can be planned for and to enable the teacher to differentiate the planning for all learners' abilities within the class. Assessment and planning form an ongoing cycle.

Assessment for learning in the classroom involves:

- Sharing learning outcomes with the learners
- Observing learners
- Marking and providing feedback that helps learners to identify how to improve
- Believing every learner can improve and make progress
- Recognising that both motivation and self-esteem can be increased by effective assessment
- Using open-ended questioning to deepen thinking
- Teachers allowing learners sufficient thinking time and opportunities to talk to their peers about their learning

Marking and Feedback

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, *Review of Educational Research* March 2007, Vol. 77, No. 1, pp. 81–112)

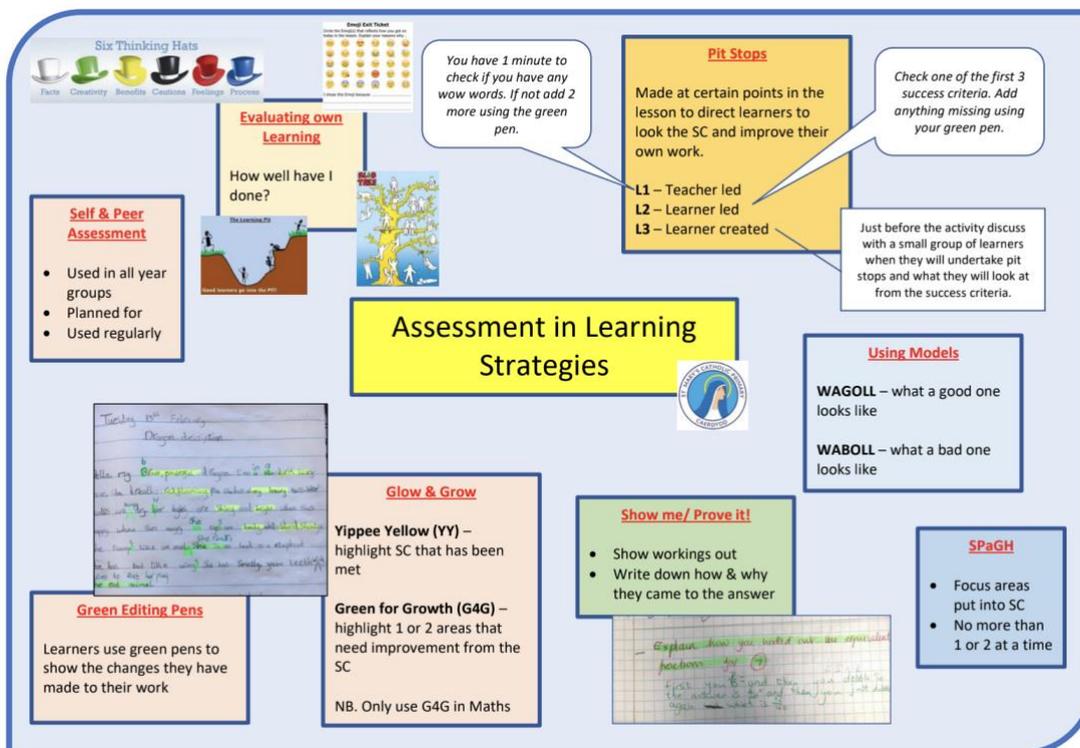
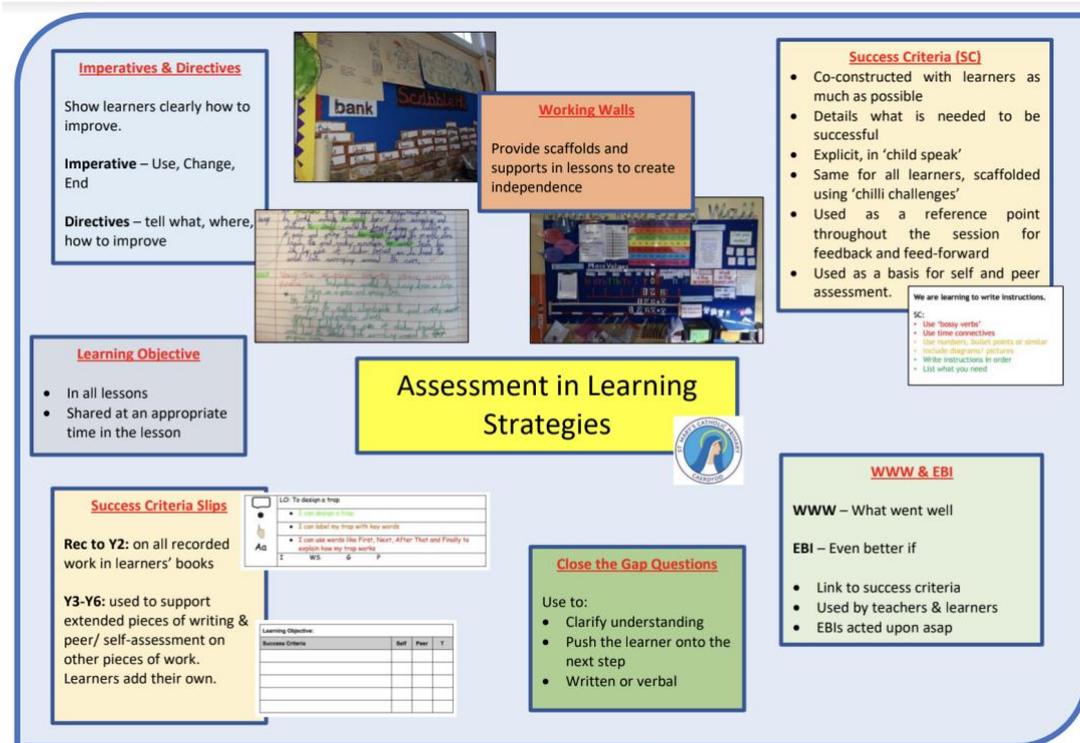
Marking and feedback forms an important part of assessment at St. Mary's. Effective feedback and feedforward given to pupils through marking and reviewing work provides constructive steps for every learner to ensure progress. It focus' on success and improvement needs against learning intentions and success criteria; enabling learners to become reflective learners and to close the gap between current and desired performance.

See Marking and Feedback Policy for details.

Assessment in Learning

At St. Mary's assessment in learning is a key area within teaching and learning. This type of assessment involves learners in assessing themselves (self-assessment) and others (peer-assessment) to assess, monitor and reflect on their own and their peers learning. Research has shown that being part of the review process raises standards and empowers learners to take action to improve their own performance. Learners are taught self and peer assessment techniques in all year groups to identify what they have done well and what they need to improve. (see Appendix 1 – Progress in Self & Peer Assessment). Learners are provided with dedicated improvement time and is planned regularly by teacher's within lessons.

The placemat below shows the variety of strategies used across the school:



Assessment of Learning

At certain points throughout the year, learners undertake assessments (tests) which enable teachers to assess what the children after a longer period of teaching. This helps teachers to assess learner's progress and plan for future learning over the next half a term/ term. At the start of the year, all learners complete baseline assessments for key areas of learning, literacy, numeracy and well-being, and learners progress is tracked from this throughout the year. Learner progress is also tracked from year-to-year using this data. See Appendix 2 – Assessment Timetable – for assessments undertaken.

Literacy, Numeracy, RE and Well-being are assessed at least termly, with other areas of learning assessed once taught throughout the year and completed by the end of the year.

Learning Reviews

Each term, class teachers meet with the headteacher to discuss the progress of learners in their class. All teachers complete a learning review form before the meeting and discussions are recorded on this form. Assessment data of all types is used to discuss the progress each child is making. Learners not making good progress or better are identified and strategies/ next steps are discussed and then actioned by teachers/ senior leaders. Learners identified with possible additional learning needs are referred to the ALNCo.

Tracking Pupil Progress

Up to September 2022, pupil progress was monitored using the Assessment Foundation Incerts online system. Since the introduction of Curriculum for Wales, the school is currently creating its own whole school tracking system.

Currently at St Mary's, progress is tracked using online and paper-based formative assessments using spreadsheets using standardised scores and to analyse progress in numeracy, literacy and well-being. This data is discussed along with teacher assessment and termly learning reviews.

Information for Parents and Carers

Parents are kept informed of their child's progress in school regularly through:

- Formal autumn and spring term Teacher-Parent meeting – both online and face-to-face meetings are offered.
- Curriculum maps – so parents know what is being taught each term
- Celebration sessions – parents are invited to come into school to look at and discuss their children's work with their children.
- Achievement Assemblies – termly assemblies to celebrate children's progress in each class
- Topic Placemats – sent home termly to showcase what the class has learnt and so parents can discuss with their children.
- End of Year Report
- Meeting requests when required by teachers and/ or parents
- Online home learning – enables parents to see how and what their children are learning

We encourage parents to contact the school at anytime throughout the year if they have concerns about any aspect of their child's work.

For learners with additional learning needs, parents are offered meetings with the school ALNCo at least twice a year to review IDPs, discussing progress and next steps.

Appendix 1 – Progress in self and peer assessment

	Self-Assessment	Peer Assessment	Context
Nursery	<ul style="list-style-type: none"> Self-evaluation record made per term. Using related pictures, teacher scribes pupil responses to “what are you good at?”, and “What do you need to practise more?” Smiley faces used to indicate a self-selected piece of learning with <i>why</i> they liked it recorded. Oral use of “learned”- What did you learn today? 	<ul style="list-style-type: none"> Teacher models being kind with sentence stems related to good learning. “It’s a lovely picture because... “You have really tried hard and (been able to do it....) when ...” Pupils encouraged to verbally praise the learning of others. 	Focus on practical activities, pictures.
Reception	<ul style="list-style-type: none"> Introduce the concept of Success Criteria (WAGOLL) ‘What A Good One Looks Like’. Ensure all teacher feedback is against the WAGOLL. Teacher models and frequently provides sentence stems with Success Criteria for pupils to verbally and specifically describe WWW (What Went Well). Teacher scribes pupil responses. Teacher uses own learning to model EBI (Even Better If) and develops language pattern with <i>what specifically</i> needs to improve. Teacher discusses EBI with pupil and pupils make changes that show progress. 	<ul style="list-style-type: none"> Teacher models and encourages discussion as pupils use WAGOLLs to specifically identify what is good about other pupils’ learning. Teacher emphasises being <i>kind</i> and <i>specific</i> (<i>Principles of Critique</i>) 	Focus on practical activities, pictures/ models.
Year 1	<ul style="list-style-type: none"> Teacher <u>reminds about</u> WWW. Pupils begin to use the success criteria to specifically identify WWW <u>in own</u> learning. Through the sharing of a WABOLL (What A Bad One looks Like), the teacher supports pupils in specifically identifying EBI (against success criteria). Teacher models <u>sentence stems</u> with ‘<u>how I learnt today...</u>’ Pupils complete <u>sentence</u> as above. 	<ul style="list-style-type: none"> In focused groups, <u>teacher supports</u> pupils’ use of WAGOLL to <i>specifically</i> identify what is good about other pupils’ learning, including written work- discussion only. In teacher selected pairs, pupils verbally identify WWW in peers’ learning, being kind and specific. 	As above and including Group write, led by teacher. With pupils’ own writing in focus tasks.
Year 2	<ul style="list-style-type: none"> Pupils verbalise the teacher’s validation of the successes in their learning i.e. they can say specifically why something has been highlighted or double ticked by the teacher. For short tasks, pupils <u>use agreed</u> recording system to show WWW <u>in own</u> learning. In teacher-led discussion, pupils discuss and respond to EBI. Teacher models Feedforward with <i>Where, What and How</i>. With prompts, pupils describe <i>how</i> they learnt well and what were the effective strategies they used. 	<ul style="list-style-type: none"> Teacher provides pupils with the specific focus of assessment, and pupils verbalise where they find successful examples of this in their peers’ learning. This should be throughout the learning process and not just towards the end. The WWW is expressed specifically and with thoughtfulness, using the three principles of critique- <i>kind, specific and helpful</i>. 	For peer assessment best done in practical activities.
Year 3	<ul style="list-style-type: none"> For short tasks, pupils specifically identify WWW through prompts from such things as washing lines/checklists etc. Pupils provide an EBI which the teacher quality assures for accuracy. With prompts, <u>pupil describe</u> <i>how</i> they learnt well, what enabled this and what was more difficult about their learning. 	<ul style="list-style-type: none"> Using such things as checklists, peers accurately identify WWW in their partner’s work. They are always kind, and specific. Pupils discuss <u>together ideas</u> for making their learning even better. The teacher checks this. They begin to improve their learning as a result. 	Peer assessment best done in practical activities, introduced to written work.
Year 4	<ul style="list-style-type: none"> With independence pupils accurately identify WWW for longer tasks. During their learning, pupils accurately identify an EBI with <i>Where</i> the improvement is needed, <i>What needs to be done</i>, and <i>How</i> it can be done i.e. what can provide support and take action that improves their learning. With limited teacher involvement, pupils describe <i>how</i> they learnt well, what enabled this and what was more difficult about their learning. 	<ul style="list-style-type: none"> With their talking partners, peers are able to discuss the WWW in each of their learning, finding similarities and differences. Simple recordings are made of this. EBI <u>relate</u> directly to the Success Criteria. The content indicates <i>what</i> needs to change and <i>where</i>. The teacher confirms the accuracy and provides support for <i>how</i> to do it. With teacher involvement, EBIs are acted upon. 	Peer assessment is common in all learning including written work.
Year 5	<ul style="list-style-type: none"> During their learning and towards the end, pupils accurately self-assess their learning, against the success criteria, including extended pieces. They improve their work throughout the learning process. They know how to improve the learning by reflecting on the success criteria and can explain the choices they made. 	<ul style="list-style-type: none"> EBI <u>relate</u> directly to the Success Criteria. The content indicates <i>what</i> needs to change, <i>where</i> the change should be and <i>how</i> to do it. The teacher confirms the accuracy and provides support for how to do it. EBIs are responded to consistently and well. Pupils discuss the strategies that they used in their learning. 	Context now includes the ‘how’ of learning.

	<ul style="list-style-type: none"> Pupils reflect well on the strategies they used, accurately identified what worked well and what did not. Also, what they would do differently. 		
Year 6	<ul style="list-style-type: none"> Self-assessment is an implicit practice. The teacher's role increasingly becomes one of quality assuring the accuracy of the self-assessment. EBIs are thoughtful and have a great impact on improving the quality of the learning and pupil progress. Pupils are able to review their strategies used with accuracy. Pupils give high quality feedback and feed-forward to teachers! 	<ul style="list-style-type: none"> The teacher's role is minimal, usually quality assuring the accuracy of the peer assessment consisting of WWW and EBI. Pupils work successfully with a wide range of peers. As a result, they make changes to their learning that show good progress. Pupil to pupil dialogue is common and highly effective. Critique is an embedded feature. Pupils discuss the strategies that they used in their learning in terms of helpful ones and ones that were less effective and are able to identify why. 	Pupils confidently talk of assessment in all parts of school life, and beyond the school.

Appendix 2 – Assessment Timetable

Assessment Timetable 2022-23						
Aut 1	BASELINE	Baseline	Nur & Rec	Aut 2	Teacher-Parent Meetings	All
		Writing (cold task in Literacy books)	Rec-Y6		FP Phonics	Rec-Y2
		GL PASS Well-being Survey	Y1-6		GL Spelling (NGST-Test A)	Y3-6
		FP Reading benchmarking	Y1-3		FP Reading benchmarking	Rec-Y3
		PS2/3 GL Reading (NGRT-Test A)	Y3-6		WellComm	Nur
		GL Progress in Maths (PiM-Test A)	Y2-6		Update Whole School Progress Tracker	All
		Update Whole School Progress Tracker	All			
		Learning Reviews with HT	All			
Spr 1		Learning Reviews with HT	All	Spr 2	National Reasoning Personalised Assessment	Y2-6
		National Reading Personalised Assessment	Y2-6		GL Spelling (NGST-Test B)	Y3-6
		National Numeracy Personalised Assessment	Y2-6		FP Reading benchmarking	Y1-3
		Writing (cold task in Literacy books)	All		Teacher-Parent Meetings	All
		GL PASS Well-being Survey	Y1-6		FP Phonics	Rec-Y2
				Update Whole School Progress Tracker	All	
Sum 1		Learning Reviews with HT	All	Sum 2	FP Reading benchmarking	Y1-3
		GL CAT4	Y4		PS2/3 GL Reading (NGRT-Test B)	Y3-6
		Writing (cold task in Literacy books)	All		GL Progress in Maths (PiM-Test B)	Y2-6
					GL Spelling (NGST-Test C)	Y3-6
					Update Whole School Progress Tracker	All
					End of year reports to parents	All