



Assessment Policy (Primary)

Responsible for policy:
Policy Status:
Chair of Directors

CC3 Quality, Provision and Performance
Good Practice

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Definitions

In this Assessment Policy, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Assessment Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Term.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v **'Clerk'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Companion'** means a willing work colleague (not family member) not involved in the substance of the employee's performance issues under review by this Absence Policy, or an accredited representative of a trade union or other professional association of which the employee is a member, who should be available for the periods of time necessary to meet the timescales under this Capability Policy and Procedure.
- viii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- ix **'Local Governing Body'** means the governing body of the School.
- x **'Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- xi **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day-to-day management of the school. For this policy that also includes Associate Principal and Head of School
- xii **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xiii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiv **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.

Introduction

Our approach is inclusive and we strive for pupils and students of all abilities to achieve. We believe that all pupils and students, **irrespective of their background**, are made in God's image and have unique talents. In Christ, all things are possible and we believe that each individual is capable of learning and experiencing success as a result of hard work, commitment, learning from mistakes and guidance.

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year expectations, ensuring high quality, in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our schools generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our schools is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with Government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all pupils and students make good progress and achieve their God given potential
- Track attainment and progress against end of year expectations to inform teaching and learning
- Provide a consistent approach across all subject areas and phases
- Ensure formative assessments are an integral part of day-to-day teaching and learning in every classroom, enabling us to identify pupils and students who are falling behind in their learning or who need additional support, including the most able
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention
- Share meaningful feedback (written and oral) with pupils and students, highlighting their strengths and helping them to understand what they need to do to improve
- Set pupils and students challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively
- Ensure as many pupils and students as possible are ready for their next steps in learning at key transition points or for higher or work-based education

1. Roles and Responsibilities

Arrangements for the governance, management and evaluation of assessment: Roles and Responsibilities

Board of Directors / CSEL

- Monitor and challenge the work of the Local Governing Body
- Review reports from Local Governing Bodies and Principals and make strategic decisions regarding the performance of the individual academies
- Set realistic, yet challenging strategic targets for the Local Governing Bodies and the individual academies
- Provide “Link Director” support to the Local Governing Bodies
- Broker school improvement support where necessary
- Be responsible to BANAT and other agencies for whole academy performance

Romero Strategic Improvement Team

- Moderate teacher assessments and testing periods within the academy
- Analyse data for school improvement and reporting
- Lead and monitor Academy assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice
- Provide timely reports in the requested format to the Board of Directors and Local Governing Bodies
- Share learnings and best practices across The Romero Group and within the wider learning community
- Provide guidance for Assessments Leads on provisions for assessment periods

Local Governing Bodies

- Monitor whole school data
- Monitor assessment practices individual academies
- Provide challenge and support to the academy Principal and the Senior Leadership Team
- Provide timely reports in the requested format to the Board of Directors

Senior Leadership Team

- Moderate teacher assessments and tests
- Set and **review** realistic yet challenging whole school **and individual** targets
- Analyse data for school improvement and reporting
- Lead and monitor whole school assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice
- Provide timely reports in the requested format to the Board of Directors and Local Governing Bodies
- Share learning and best practices across The Romero Group and within the wider learning community

Teachers

- Regularly use ongoing formative assessment
- Ensure their teaching is based on good collaborative planning
- Make summative judgements at defined points in time
- Use effective and appropriate questioning techniques and provide feedback to pupils and students and set realistic yet challenging targets for them
- Effectively implement the behaviour policy to ensure there are no barriers to learning
- Provide assessment information to the senior leadership team, parents and pupils in the format requested

- Share learning and best practices across The Romero Group and within the wider learning community
- Be fully committed to their ongoing continuous professional development

Support Staff

- Provide feedback to teachers on pupil and student progress and attainment in the format requested
- Share learning and best practices across The Romero Group and within the wider learning community
- Be fully committed to their ongoing continuous professional development

2. Policy

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In – school formative
- In – school summative
- Nationally standardised summative

In – school formative assessment

Formative assessment is used to:

- Assess knowledge, skills and understanding
- Identify pupils' strengths
- Highlight gaps in learning
- Tackle pupils' misconceptions
- Identify the next steps in learning
- Diagnose need for support or intervention
- Inform teacher planning and reporting

Types of formative assessment include:

- Rich question and answer sessions during lessons
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work from across the curriculum for pupil attainment and development
- Adult and peer feedback
- Child self-assessment, reflection on learning

We use PiXL Assessment Frameworks to support our formative assessment methods in Reading, Maths and Grammar. For Writing we use the Romero Writing Indicators and follow the same process. The PiXL termly tests are used to record attainment in Reading, GAPS and Mathematics. Each test can be analysed to produce a question level analysis (QLA) document which provides an oversight of the children's areas of development from their assessment. The QLAs contain key content domains and enable teachers to measure, track and share children's attainment.

PiXL website and PrimaryWise

The website www.pixl.org.uk is where staff can access the learning platform PrimaryWise, book onto events and conferences via the events calendar and access growing interactive resources.

All the resources are available on PrimaryWise which brings together the key elements of tracking, managing the Personalised Learning Checklists, accessing valuable resources, tests and question level analyses all on the same platform. The strength of PrimaryWise allows staff to select which therapies can be accessed and provide them with the ability to quickly and simply identify and plan for groups of children who require additional support and teaching.

3. Test Papers

The specific test papers to be used are set by the Strategic Improvement Team and shared via the assessment calendar each year. Test papers exist for Reading, GPS and Maths. These tests also have a corresponding Question Level Analysis (QLA) tool which will give staff individual pupil reports, and an overall report for cohorts.

Year 1 Test Papers

These tests are diagnostic and can be used as conversational tools to assess children's learning in Reading and Maths. See timetable for more information.

Years 2 Test Papers

These tests are undertaken each half term in Reading, GPS and Maths. Some of the contents of these tests are taken from previous KS1 SAT tests. See timetable for more information.

Years 3-5 Test Papers

These tests are undertaken each term in Reading, GPS and Maths. See timetable for more information.

Years 6 Test Papers

These tests are undertaken each half term in Reading, GPS and Maths. Some of the contents of these tests are taken from previous KS2 SAT tests. See timetable for more information.

4. Writing

Writing will be assessed using writing indicators for each year group derived from the Romero Writing Indicators. Each year group will have statements that addresses the working towards expectations, working at expected and working at greater depth within the expected standard.

There is an expectation for writing opportunities to take place at least 4 times a term. These pieces of writing need to be formally assessed using the writing indicators for the year group that the child is working on.

5. Moderation

Standards Leads, Lead Practitioners and teachers moderate work at similar levels across school and with other Romero schools to ensure that their judgements are accurate. Summative assessment judgements are based on professional judgement and a variety of writing evidence which will come from across the curriculum subjects e.g. R.E, Science, History. Writing will be assessed "over time" so that there are ample opportunities for children to meet the expectations of the standards they are working towards in their year group. The model that Romero has adopted is the "best fit model" meaning that children must have evidence of most statements that been achieved (over a collection of work) before being awarded that standard.

6. In- school summative assessment

In-school summative assessment summarises what a child has achieved over a period of time relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in a specific subject/subject area. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school. **These are a key developmental tool for teachers and leaders.**

7. PiXL Assessment Language

Once each child has completed their assessment using a test paper, their raw score will be marked and converted using the scaled score conversion tables and then using the scaled score the children will be assigned a "PiXL" grade. See table below.

A1	Greater Depth Children Consistently performing at a higher standard within their year group
A2	Higher Expected/Potential to achieve GDS Therapy/intervention needed to secure GD standard
E1	Expected Standard Children are securely at the expected standard and national expectation for their age group
E2	Lower end of Expected Standard Children are targeted to secure achieving national expectations for their year group. This will often be through quality first teaching or targeted support.
B1	Working Towards Standard – Key Marginals Children that are currently below the standard of the test, however, through the use of therapies to address gaps in their knowledge, have potential to meet the expected standard and national expectation for their Year Group.
B2	Working Below Standard Not on course to meet national expectations or the child is working below the standard of the year group tests *Currently a scheme of work is being developed for these children. Children can be tested on lower year groups test/progress can be qualitative and based on books

% of children achieving E1+ in RWM would give you your combined % to compare against national or WIG.

8. How results of Primary summative assessments are tracked through school

Individual academies use prior data to set the annual wildly important goal (WIG) which is a frame a reference for data analysis throughout the year. Staff will input the results of summative assessments onto Arbor in the form of a scaled score. The Assessment Lead will then produce a data report after each assessment point following guidance from the Strategic Improvement Team. The Assessment Lead, Principal and Senior Leadership Team will use the report to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The reports highlight children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. Results from national tests are used to inform in-school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- End of Year 1 phonics screening test
- End of Year 4 Multiplication Check
- End of KS2 SATs in English (Reading, Grammar, Punctuation and Spelling) and Maths (end of Year 6). On occasion Science sampling may occur.

Assessing pupils with SEND

The Romero Catholic Academy has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and specialised testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. **Any child working 2 years or more below their national curriculum year group will be reviewed by the SENDCO.** Progress for all children is measured in the most appropriate way for the individual (whether this is through the R level system or assigned SEN targets from specialist reports). Progress in communication or social skills may be considered as well as alternative methods of recording.

Assessing the most able pupils

We will ensure that all pupils, including the most able, do work that deepens their knowledge, understanding and skills, rather than simply undertake more work of the same difficulty or going on to study different content. During pupil progress meetings there will be a specific focus regarding more able attainment and progress. Where support for an individual child is identified, intervention will be provided for those children aspiring to achieve greater depth within the expected standard.

Through specific monitoring and follow-up actions, we will ensure that all pupil groups make progress. Specific and additional consideration and monitoring of disadvantages pupils (those in receipt of Pupil Premium) will happen at and between every assessment point.

Assessing children in EYFS

Our EYFS practitioners base their assessment on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and any other relevant adults.

Teachers use the Statutory Framework for EYFS and Romero Milestones to track children on their journey through both Nursery and Reception.

9. Romero Assessment Timetable

Romero Assessment Timetable	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements	June Phonics screening check (set by the DfE) Mid/late June assessment week. Romero Writing moderation (June)
Year 2	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	KS1 SATS May	Romero Writing moderation (May)
Year 3	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements	Mid/late June assessment week. Romero Writing moderation (June)
Year 4	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements MTC (date set by DfE)	Mid/late June assessment week. Romero Writing moderation (June)
Year 5	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements	Mid/late June assessment week. Romero Writing moderation (June)
Year 6	End of Year Projections Made Early October assessment week	Assessment week Week late November/early December.	February assessment week	Assessment week late March/early April.	KS2 SATS WEEK May (date set by DfE)	Romero Writing moderation (May prior to submission to LA) Writing assessment data due to LA

10. Reporting to Parents

The Education (Pupil Information) (England) Regulations 2005 require schools to send written pupil reports to parents and carers at least once every school year.

Schedule 1 of the regulations lists information that must be included in the annual report of every pupil:

- Brief particulars of achievements in all subjects and activities forming part of the school curriculum
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
- The results of any National Curriculum tests taken during that year, by scaled score

11. Monitoring and Review

The Board of Directors delegate the implementation of this policy to the Governing Body.

This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

Appendix

**The Romero Academy
KS2 Record of Moderation**

School:		Date of moderation:			
Number of Year ? Classes:		Teachers:			
Number of pupils on roll:		Number of pupils in moderation sample: *15% across the cohort			
Academy Requirements for Teacher Assessment					
Have teachers referred to Writing Indicators to ensure that their TA judgments are accurate					
Are teachers clear about the requirements in assessment and reporting arrangements; the Romero Writing Indicators?					
Has the school got a clear internal moderation process which scrutinises TA prior to submission					
School Estimates and Agreed Outcomes Pre and Post Moderation					
% At Expected and above	Pre	Post	% At greater depth	Pre	Post
Verification					
School judgements are ACCURATE, in line with the Romero Writing Indicators					
School judgements are not ACCURATE, in line with Romero Writing Indicators					
Summary of Moderation					

Sign off			Date	
Head teacher				
Teacher (s)				
Moderator (s)				
Teacher Assessment Codes and Reviews of Evidence				
<p>Working towards the expected standard (WTS); Working at the expected standard (EXS); Working at greater depth within the expected standard (GDS) If the pupil has the potential to meet the next standard; record as standard achieved at the time of moderation and detail additional evidence required before data is submitted.</p>				
Professional Discussion				
Summarise the evidence moderated- record judgements against each pupil can statement on individual Writing Indicators record-include where professional discretion has been applied and reasons				
Class:				
Pupil ID Initials	TA judgements		Summary of evidence	
	School	Romero		
1				
2				
3				
4				
5				
6				