

Assessment

At Ss. Peter and Paul, assessment and moderation play an important role in the quality of teaching and learning and is a key tool in improving children's learning in all subject areas. We assess so that we know where our children are in their learning, where they need to go and how best to get there to ensure continued progress. It also enables us to reliably inform parents about how their child, and how their child's school is performing, and to make sure the school is keeping up with external best practice and innovation.

The principles that underpin our assessment system are:

- Assessment is a daily practice that puts the child at the centre of their learning. We know and understand all our children
- Assessment is honest, fair, consistent, appropriate, and inclusive of all abilities; it compares results to both local and national standards
- Assessment should be ambitious and set high expectations for learners
- Daily assessment is at the heart of outstanding teaching, which leads to outstanding learning, which leads to outstanding progress
- Assessment provides feedback which recognises effort and suggests next steps towards deep and meaningful learning. Children are inspired to believe and understand that through hard work and practice, more can be achieved
- Assessment is focussed on outcomes for children within and beyond the school day in partnership with parents and carers



**Standards
& Testing
Agency**

Statutory National Assessments (SATs)

Statutory National Assessments are carried out at the three phases of the primary structure:

Phonics Testing in Year 1 (children who have not met the standards in Y1 are retested in Y2)

End of Key Stage 1 (Year 2, age 6-7)

End of Key Stage 2 (Year 6 age 10-11)

More information about end of Key Stage tests can be found by clicking the links below:

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

How do we assess pupils' learning?



Target Tracker

Age attainment and progress

At Saints Peter and Pauls Catholic Primary School, we use Target Tracker as our assessment tool and are focussed on ensuring children achieve or exceed standards expected for their age. Children within school are largely expected to work on the standards expected for their age, indicated by 'bands' within Target Tracker. In this system a 'band' correlates to a child's year group, ie a Year 5 child would be expected to be working within band 5. These bands are described as follows:

- Band 1 –Year 1
- Band 2 –Year 2
- Band 3 –Year 3
- Band 4 –Year 4
- Band 5 –Year 5
- Band 6 –Year 6

For internal tracking purposes, each band is divided into six steps to give us summative judgements. These are:

Beginning, Beginning+, Working Within, Working Within+, and Secure, Secure+



B = Beginning to work within that band
W = Working within that band
S = Secure within that band

The summative judgements are derived from assessing the statements for what pupils actually achieve from within their band, called formative judgements. It is these summative judgements that form the basis for reporting to parents and carers at the end of the academic year.

Teachers assess whether learning against each particular statement has been at a shallow level (highlighted Red), deeper level (Blue) or greater depth (Gold).

Ongoing teacher assessment utilises the information contained in Target Tracker as well as a wealth of other information that includes, for example, phonics skills progression; White Rose Maths assessments; reading, spelling and maths ages, and appropriate test materials.

The expectation is that children will progress well from their different starting points. School targets children's progress at 6 steps per academic year.

Children who have achieved the standards expected for their age will be provided with work that enables them to deepen and broaden their knowledge, understanding and skills. Their progress will be evidenced by achieving 'Greater Depth' across the range of curriculum statements (as indicated by Gold highlighting within Target Tracker). There may be some children who are not yet achieving age related expectations (ARE) whose needs will need to be met through robust interventions/support.

Achievement and Progress

Summative judgements are collected at six assessment points during the year. To make 'Expected progress' pupils need to make 6 'steps' of progress within a year. To make 'Better than expected progress' pupils need to make more than 6 'steps' of progress within a year. Most able pupils are identified as pupils who are working at anything more than the expectation for the time of year. To make 'Expected progress' pupils need to make 6 'steps' of progress within a year. To make 'Better than expected progress' pupils need to make more than 6 'steps' of progress within a year. Most able pupils are identified as pupils who are working at anything more than the expectation for the time of year.

Tracking Progress in the EYFS



Children in the EYFS continue to be tracked on the Development Matters bands of the Early years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next. This is shared at the first parents' evening of the year.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

A learning Journey is kept of their development which we will share with you throughout the year. Parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

Frequently Asked Questions

What can I do to help my child?

There is so much parents can help with, reading is very important along with time tables, spellings and practicing number bonds. Also completing homework as well talking about what they are learning at school. Our website has links to supporting website and the BBC

website where there are lots of fun games to support primary learning. Your class teacher will also give you some specific pointers to help your child at home.

What do teachers use to gauge children's progress?

Children's independent work is the biggest indicator of what they can do and how they do it. Teachers use this on a daily basis to know and check pupil understanding and progress. Special pieces of work to inform assessment are set up throughout the year. This is done alongside Reading and Spelling age tests, the Phonic screen in Yr 1, Year-end tests in KS2 and the EYFS Profile .

How do all schools know that their judgements about progress and attainment match up with each other?

At Ss. Peter and Paul Catholic Primary School we work across the school and with other local schools to agree and 'moderate' attainment levels. All school also have external moderation from the Local Authority. Target Tracker also enables us to moderate against samples of work nationally.

What happens when my child goes to High School?

High schools too will have their own systems and will work with the primaries to ensure that the systems work together, so there is continuity for children's progress.

Do the teachers use any other forms of assessment?

Throughout all lessons teachers continuously monitor and assess learning, ensuring that any misconceptions pupils have in learning are quickly addressed, so that they can continue to make progress within that session.