

St Joseph's Catholic Primary



How We Assess at Rawmarsh St Josephs

In Foundation Stage assessments are carried out through observation. Foundation staff are extremely skilled at noticing how young children learn and make notes across a huge range of different areas. Information gathered is compiled in a 'learning journey' and at the end of Foundation 2 children are assessed against 'The Early Learning Goals'

Since September 2014 all schools in England have had to devise their own ways of measuring pupil progress within the 2014 National Curriculum. We have worked closely with a group of local schools, sharing good practice and working with each other to look at how we assess and measure progress. Staff have checked our assessments with other schools to make sure that we all agree and these are then moderated by the local authority

We use an online tracking system called 'Sheffield Stats' which many other school in Rotherham use. We also use the Early Excellence scheme to make accurate assessment in line with baseline assessment when children join our school.

Year One phonic check

All children in Year 1 will participate in a phonics check. This assessment will be administered by Year 1 teacher and Literacy Subject Leader. Results are included within the Year 1 end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents . Optional test materials are also used in classes 3, 4 and 5 to assist teacher assessment and pupil progress. The national expectation is that children should aim to be at age related at the end of each year.

The new national curriculum came into operation in September 2014 in Years 1-6. Aside from significant increases in the expected content to be taught, particularly in Numeracy, English and Science, another main difference is that the attainment expectations in the new national curriculum are significantly higher – pupils are now expected to achieve standards that are approximately 6-12 months ahead of the previous expectations. Another ambition of the new curriculum is to prioritise learning depth over breadth, with a particular emphasis on mastery of age expectations before moving on to the next stage. Fundamentally, our aim remains for the children to achieve the highest academic standards possible at primary school (in order to give them the widest choice of secondary school options) and the higher pitch/expectations of the new curriculum helps to ensure this.

Alongside the changes to the content, the new national curriculum no longer uses a system of numbered 'levels' to describe children's attainment.

At the heart of the new assessment approach is a definition of the core learning in each year group from 1 to 6 – the essential knowledge and skills from the national curriculum that we believe each child in the year group must have mastered in order to have a secure foundation for moving into the next year.

These Key Objectives are embedded into the weekly teaching and learning cycle in order to ensure that the intended learning is being taught, recalled and understood by all pupils:

The Key Objectives are referenced and used for weekly and half termly lesson planning

The Key Objectives are used to support and review work in children's books for evidence of learning and achievement of the objective.

Key Objectives are used by the children and teachers regularly during the week to assess learning, including in a dedicated weekly assessment lesson

Our main focus therefore is on ongoing formative assessment to

check that pupils are on track to meet the end of year expectations

We formally report on and analyse progress once a term. This cycle of termly progress monitoring has several elements:

1. At the end of the Summer term each child will sit an end of year assessment test to ascertain age related status, progress and gaps.- These will then set the baseline for the coming year and the new teacher can then set targets for that child's progress across the term and year.
2. Throughout the year, teachers to use the formative assessment tracking (Sheffield STATS) to ensure targets for their year group are taught. These will then be used together with summative tests to judge whether a pupil is on track to meet age related targets at the end of the year
3. Children will then sit formative tests at the end of each term: Autumn, Spring, Summer. Which will be formally reported on the school's data tracking format and issued to governors. This will then be discussed at termly progress meetings with the SLT.
4. We share pupil's attainment and progress twice yearly during parent consultation meetings and then at the end of the Summer Term in the child's school report. Which outlines, progress, and attainment.

Formative Assessment

We use Sheffield (STATs) to assess children on a daily basis against key objectives – through the year children need to pass through three elements – beginning (autumn) progressing (spring) embedding (summer)

At the end of the summer term children need to have embedded the learning of all the key objectives in that subject – These are known as KPI's (Key Performance Indicators)

Summative Assessment

Assessment materials:

Maths – Collins/Twinkle

Age Related Assessment Tests – Collins

Weekly assessment tests to be used as a tool for teachers, can be used on a weekly basis or over a 4 week period (see Collins assessment folder).

Twinkle have some great assessment data for set topics – teachers to use their professional judgement to be used as a tool to check for gaps or progress – instant feedback

Reading – PIRA - Hodder/Twinkle

Age Related Assessment Tests – PIRA/Hodder

To be sat at the end of Autumn, Spring and Summer Term – see school calendar for assessment weeks

Week to week assessments can be used using Twinkle reading papers and guided reading sessions using the objectives from Sheffield SAT's

Use weekly lesson plans to inform objectives reading into writing format

GPS – Hodder/ Twinkle

Age Related Assessment Tests – PIRA/Hodder

To be sat at the end of Autumn, Spring and Summer Term – see school calendar for assessment weeks

Week to week assessments can be used using Twinkle reading papers and guided reading sessions using the objectives from Sheffield SAT's

Use weekly lesson plans to inform objectives reading into writing format

Writing – LA exemplification documents and tick sheets

Termly writing assessments across school to build up a portfolio across school to use in school moderation and cluster moderation

Each child has a writing folder and all assessment work to be placed in there and passed up to next class teacher.

– Use Foundation tracking system and Sheffield SAT's

***teachers are to make an informed judgement on children's attainment and progress in line with formative and summative assessment across the term.*

End of year Judgement

At the end of an academic year, teachers now make one final assessment judgement for each child and make a decision as to whether they are working at:

- Below age related expectations
- Age related expectations
- Above (greater depths) age related expectations

Progress is in line with Sheffield SAT's 3 steps across the school year for years 2 – 6 and 2.5 for year 1.

FS2 – will report % children making a good level of development (GLD) in Reading Writing and Maths

Changes to Statutory Assessment in Year 2 and 6

At the end of year 2, pupils will take new tests in maths, reading and grammar/punctuation/ spelling. These tests will be marked internally, and the pupil raw results converted to scaled scores (around a national mean of 100) for each test – similarly to our standard scores.

At the end of year 6, pupils will take new tests in maths, reading and grammar/punctuation/ spelling. These tests will be marked externally, and the pupil's results reported to parents as scaled scores (around a national mean of 100) for each test - similarly to our standard scores.

Year 2 and 6 will report the data to the local authority and make recommendations as to whether the child is working at foundation levels or Below ARE, ARE, or Above.