

St Mary Magdalene Catholic Primary School

School Assessment System



How do we assess pupil's learning?

Knowing where children are at, where they need to go and how they will get there.

These are the underlying principles of our approach to teaching and learning at St Mary Magdalene.

They are important components within our assessment structure, which pupils are very much a part of.

Teachers at St Mary Magdalene assess children's learning and how they progress through a clearly planned sequence of learning to acquire skills and the knowledge needed to apply them in a variety of ways.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at St Mary Magdalene have the mindset 'What do I need to do next to enable a child in my class to achieve?'
- Objectives from the National Curriculum and Early Years Foundation Stage Profile are to be used as the expectations for all children.
- Pupils will make age appropriate progress from their different starting points – 12 months in 12 months, more for those who need to 'close the gap' to reach age related expectations.
- Teachers are experts at assessment – assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Assessment and reporting system includes:

- Ongoing assessment against the National Curriculum objectives by the class teacher throughout each lesson, through questioning, observation and quality of work produced.
- Children knowing what they are being asked to learn and more importantly, why.

- Children are partners in the learning process, we use pre/post assessment tasks to know where the children are at in the learning journey, where they need to go next and what they need to do to get there.
- Success Criteria are discussed with the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils’ work scrutiny.
- Termly progress tests for maths and reading/Big Write, spelling tests and NFER tests (these tests are standardised which puts children’s results into a national context).

How we share this information with parents:

- Discussions at parent-teacher consultation meetings in the Autumn, Spring and Summer terms are based on the assessment system in place for each age group, these are early in the term to discuss the previous terms progress.
- Parents also receive an annual report and outcomes of statutory assessments at the end of the Summer term.
- Sharing learning objectives through curriculum newsletters, homework and learning logs.

All of the above feed into ‘data snap-shots’, these take place at class, phase and subject level three times a year towards the end of each term.

Statutory Assessments (End of Key Stage)

In addition to the above assessments, pupils also complete the following statutory assessments:

- Reception – Baseline (statutory September 2016), EYFS profile
- Year 1 (and 2) – Phonics Check
- Years 2 and 6 – end of Key Stage assessments

Achievement and Progress

In order to be ‘secondary ready’ children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 3 for reading (and no further) would be said to be working at the end of Year 3 expectation for reading (Secure).
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths (Within).
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation (Below).

We use the following codes to assess pupil's knowledge of the curriculum against age-related expectations in each core subject area:

- Below
- Within
- Secure, reflecting that age-related objectives have been achieved
- Exceeding

Pupil's assessments are made up of two components, their assessment and their progress.

Tracking progress over time Years 1-6

To track progress over time, our assessments and progress are linked to a Tracking system developed by the school. These are used to examine progress and attainment and to ensure all children are being challenged.

Early Years – Nursery and Reception

Class teachers will use a combination of the EYFS profile and the baseline assessment to measure children's progress.

Baseline NFER:

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception.
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.
- A scheme purchased by the school 'EExAT' is used as information gathering tool to enable teachers to make judgements.

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile, these are recorded on our on-line system. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Phonics Screening Check Year 1 National Standardised Assessment

- The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learned up to the end of Year 1, and to identify those who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-one-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonic rules your children has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Pupils will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

End of Key Stage 1 Tests

All pupils take the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (optional)
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 Tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling
- Mathematics
- Writing (teacher assessment)

We use these results to benchmark our school performance against other school.