



St. John the Baptist Catholic School Assessment Principles

The whole school community endeavours at all times to fulfil its Mission Statement and ensure that all children are given every chance to do their very best, attain highly, achieve exceptionally well and be ready to celebrate the vocation God has decreed for them.

In order to fulfil these aims we believe that assessment, both formative and summative should be used to inform future curriculum planning; so ensuring a bespoke curriculum for our children.

Our Assessment Principles and systems ensure:

- The accurate and challenging tracking of each pupil that ensures and evaluates their progress towards age related and end of key stage expectations.
- We use assessments to identify success and areas of concern and provide information and feedback to children, parents and governors.
- We gather a full range of information that allows for differentiation and targeted support and challenge.
- A drive for improvement for pupils and teachers linking it to improving the quality of teaching.
- All adults in classrooms are involved in assessing the depth of children's understanding during lessons.
- That children receive quality marking and feedback, and participate in self and peer assessment
- Measurable data can be evaluated and quantified against expected standards and progress overtime.
- That progress in all subjects is assessed and monitored regularly.
- That the school is keeping up with external best practice and innovation
- Assessments are used to plan next steps in learning
- Assessments are moderated by colleagues within school, working with other local schools and the LA.

Attainment

Each child in our school is expected to reach age related expectations. Our chosen assessment system for Reading, Writing and Mathematics is School Pupil Tracker Online. The system takes the end of year expectations for each year group and splits them into 3 categories as follows:

- W – Working towards age related expectations
- M – Mostly achieving age related expectations
- A – Achieving age related expectations

We also want children to add more **depth and breadth** to their knowledge, and to have more opportunities to develop their using and applying skills. This depth of learning is measured on our school tracker using a # system:

#1 being shallow learning, #2 expected depth, #3 deeper learning and to #4 which denotes the deepest level of learning.

To achieve this aim, in maths and reading particularly, we teach for ‘mastery’, exposing all children to the same level of expectation and then using assessment for learning to provide necessary support within the lesson to enable all abilities to achieve. This can be done, for example, by the provision of effective concrete resources in mathematics lessons to support those who are not yet ready to move on to pictorial or abstract representations.

Similarly, children who are unlikely to achieve age related expectations at the end of the year may work towards expectations from previous year groups. Our main method for assessing depth of learning is through a range of formative assessments. Examples of day to day in-school formative assessments are: skilful questioning; marking and feedback and classroom observations.

Our School Definition of ‘Sufficient Progress’

To make ‘sufficient progress’ a child who enters a year group at e.g. a secure level must maintain that level of security by the end of the year. For example, a child starts in Year 3 assessed from the previous year as a **2A** (Year 2 Achieved). To make sufficient progress they must end the year at a **3A** (Year 3 Achieved). To do this they must have achieved the majority of national curriculum objective coverage and therefore they are meeting their age related expectations. Children are also set targets to make more than sufficient progress with an aim to ensuring as many as possible are working at a higher level of learning.

All teachers regularly update ‘Children’s Progress Over Time Grids’ so that we can track those children who need to make more than sufficient progress in order for them to be achieving a secure or higher understanding.

Consistent progress across the year is assessed through children’s work, regular testing and the use of reading and writing scales.

Foundation Subjects

We assess all Foundation subjects (e.g. art, history, geography etc.) against their National Curriculum objectives, using formative assessments. Skills progression sheets are then highlighted to ensure that clear progress is visible in all subjects. Our assessments are tracked and recorded using the schools SIMs system. This enables us to track individual children, ensuring that they make good progress in all areas.

Bloom's Taxonomy

We believe that we should be teaching and assessing the skills that a child needs in order to be a successful, life-long learner. We use Bloom's Taxonomy to provide a hierarchical framework of these skills. Children working at a low level of understanding need to acquire the skills of '**remembering**' and '**understanding**'. Those at a secure level need to be able to '**apply**' and '**analyse**', whilst children with a high level of understanding need to deepen their learning by '**evaluating**' or '**creating**'. The assessment of these skills will be a critical part of our future school assessment principles. (see diagram below)

