



St Katharine's CE VA Primary School

ASSESSMENT AND FEEDBACK RATIONALE

"We want everyone who is part of St. Katharine's to know that they are unique, and that they can flourish and make a difference in God's World through living out the values of Grace, Integrity and Aspiration, now and in the future."

What is the purpose of assessment?

Assessment at St. Katharine's is a continuous process which is integral to teaching and learning, allowing children to achieve. It is incorporated systematically into teaching strategies in order to support, extend and challenge learners and monitor the attainment and progress of individuals, groups, classes and cohorts. Assessment informs teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has already been learned. It is also the means by which pupils understand what they have achieved and what they need to work on next. Assessment at St Katharine's promotes, enhances and improves the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of all children.

Our approach to assessment is embedded in our aspirational culture and learning tasks are adapted to give a sense of challenge for all learners. It is a process which actively involves the child and they are able to make choices from options given to them to deepen their understanding.

How do we know what standards are like across the school?

All leaders across the school are responsible for ongoing monitoring of standards in their year group or subject. The senior leadership team strategically plan in regular monitoring within their own phase to ensure that teaching and learning is of a high quality and that outcomes and progress is good or better. Lesson observations, book looks and pupil conferencing will all help to inform their judgements and enable the school to identify its own strengths and areas for development. Middle leaders, including subject leaders, also carry out their own monitoring throughout the year to enable them to both judge the standard of teaching and learning and support staff to ensure that teaching and learning is at its best. Lesson observations, book looks and pupil conferencing will all help to inform their judgements and enable the school to identify its own strengths and areas for development. The collaboration between the senior leadership team and middle leaders is strong and they work together to ensure consistently high standards across the school.

Who do we share assessment with?

Relevant assessment information is shared with parents regularly that enables them to support their child's learning.

Assessment also provides information that allows school leaders and governors make judgements about the effectiveness of the school and evaluate the school's performance against its own previous attainment over time and against national standards.

The following chart explains the assessment processes we use throughout the year to ensure better than expected progress for all our pupils.

Assessment Process	What it looks like in the classroom/school
Formative assessment	<ul style="list-style-type: none">• LI/SOS• Co-constructed SOS• Paired/self-assessment• Effective questioning• Lolly pop sticks• Talk partners• Model examples in small steps• Next steps identified• Scaffolding tasks• Reviewing previous learning• Daily whiteboard spelling• Maths warm ups• Mini quizzes• Independent practice• Editing, improving work• Honesty answer sheets• Self-correcting work• Growth Mindset
Feedback	<ul style="list-style-type: none">• Verbal feedback from teacher/TA• Peer feedback• Self Assessment• Checking for understanding• High expectations and challenge• Children know what the strengths of their work are• Children know which parts of their work need improving• Children are aware of their own next steps• Achieving a high success rate

Marking	<ul style="list-style-type: none"> • Marking only where needed (minimal) • We don't mark for accountability – only the children and ourselves • Mark against LI/SOS • Tickle pink an aspect they have been successful at • Growing green a small section for improvement. This could be a single word, phrase, sentence, paragraph or in maths it could be redoing a calculation • Teachers should keep comments brief and in child friendly speak. They should write neatly in pink/green pen • Children must mark their own or other's work neatly in pink/green crayon • Children use purple pen for self-corrections or editing • Teaching assistants are involved in the marking process during learning and use pink/green pen to give feedback to learners • Written feedback is given regularly to inform the child of what they need to work on. • Consistent between classes and cohorts
Moderation	<ul style="list-style-type: none"> • Teachers are responsible for carrying out informal moderation regularly throughout the year through discussions during marking and lesson drop ins • Moderation of Reading, Writing, Maths is carried out before Pupil Progress meetings in October, February and June so that assessment is consistent and accurate across the year group. • Phase Leaders are responsible for overseeing the moderation process and checking the consistency and accuracy of judgements. • Subject Leaders for Reading, Writing, Maths are also responsible for supporting teachers with the moderation process and checking the consistency and accuracy of judgements. This will enable them to form a whole school review of standards in their subject.
JPD	<ul style="list-style-type: none"> • Joint planning • Drop in to lessons to model/share best teaching practice • Drop in to lessons to monitor and review the learning of vulnerable groups (PP, SEND etc) • Drop in to review learning of children 'off track' in RWM • Try new teaching strategies – take risks - and evaluate the impact • Teach each other's classes • Teach one lesson in succession to evaluate and improve each time.
Pupil Progress meetings	<ul style="list-style-type: none"> • Three assessment points in the year (October, February, June) • Review attainment of pupils in Reading, Writing, Maths • Monitor attainment of vulnerable groups (PP, SEND, EAL) • Identify any gender gaps • Identify barriers to learning and gaps in knowledge and skills • Discuss interventions/teaching strategies to close gaps • Share outcomes with SLT

Summative Assessments	<ul style="list-style-type: none"> • These are carried out to allow teachers to see how well children are able to apply the knowledge and skills they have learnt. • They also enable teachers to carry out question level analysis to identify gaps which can be addressed in subsequent planning and teaching. <p>Reading/Maths (KS2)</p> <ul style="list-style-type: none"> • Twice a year PIRA (January, June)
SEND intervention	<ul style="list-style-type: none"> • Learning Plans for children with SEND are reviewed and updated on a termly basis (Oct, Feb, June/July). New LPs are written in conjunction with parents and children. Previous targets are reviewed and new ones are agreed in order to address specific learning gaps. • Interventions should be time-limited, well-thought out, targeted and something additional to boost progress. • These are recorded on a year group provision map which is adapted according to the needs and progress of the children and updated at least termly. • Interventions happen regularly. • Baselines and end of intervention measures should be in place to assess impact.
Statutory Assessments	<ul style="list-style-type: none"> • EYFS Early Learning Goals • Year 1 Phonics • Year 2 Key Stage One SATs • Year 4 Multiplication Checker • Year 6 Key Stage Two SATs