



Assessment Statement – May 2017

Curriculum'14 provides **an outline of broad expectations** indicating what pupils should be taught in different year groups or key stages, subject specific. This is now fully implemented in school, children are now assessed against key Year Group Objectives, except for RE.

In Autumn Term 2015, Reception children did a 'Baseline' assessment. This has now been stopped by the DfE. They will now be assessed against the Early Years framework – Development Matters. This will be used to benchmark their progress throughout the year.

Summer 2017 will be the second year of statutory assessment not to use levels. Children who undertake formal assessments will be assessed against a scaled grading system and will also receive a 'raw' score. Progress can now be calculated based on aggregating their KS1 scores – Primary Progress Measures.

The DfE felt that the system of levels was not always understood by parents and the ambiguity in some of the level descriptions meant that they were not always systematically used. They are also encouraging schools to consider broader aspects of progress and learning.

Schools will **be able to develop their own system** or adopt any system that they feel meets their needs as there will not be a national system for tracking progress throughout the classes. The children's Baseline score and subsequent graded scores will be used to make judgements about their progress.

Ofsted **still expect to see evidence** of pupil progress, both from the tracking of progress over time and from qualitative evidence such as observations of teaching and in pupils' written work to be available and used to assess pupils' individually.

Sacred Heart Catholic Primary School is using Curriculum'14 to **deliver high quality learning** to the children. School staff have devised long term plans for the year groups and subject specific plans, by **using year group expectations** for the subject areas. Key Stage 1 development area is Mathematics with Key Stage 2 focussing on Writing. To support these development areas, school have employed and are adopting approaches from Top Marks Literacy (Mike Cain – Writing Consultant) and Number Fun (Dave Godfrey - Mathematics Specialist), as well as, Focus Education Maths Curriculum Overview to support and enhance the delivery of curriculum expectations.

At Sacred Heart Catholic Primary School we have identified a 7 point scale to track children's attainments and progress in year. In Summer Term, 2016, children in all Years 1,2,3,4,5 and 6 were assessed on this system. Throughout 2016-17, all children will be assessed and tracked on the 7 point scale, as well as, against National Expectations - external tests / moderation.

The use of **high quality assessment** including written and oral feedback including: self-assessment and peer assessment indicate how pupils have progressed against learning objectives and success criteria. Continuous assessment and daily marking is used by teachers to develop the next steps in pupils' learning in subsequent lessons. A new marking policy was implemented in Autumn 2015.

In Sacred Heart Catholic Primary School we are using "optimum tracking system" (O-Track) as well as school devised documents to record and analyse data. We believe that the processes for tracking pupil progress should enable our school to present data that supports evaluations made about the progress of individual pupils and groups of children. We recognise the need to enhance teachers' confidence in various aspects of assessment, so **that they can clearly demonstrate** the progress that pupils are making in their learning. Parent consultations were held in Autumn 2016 (post-reports), to help them to further understand the new assessments and assessment process.

*Statement agreed and discussed by school staff
Discussed and Agreed by School Governors
To be reviewed May 2018*