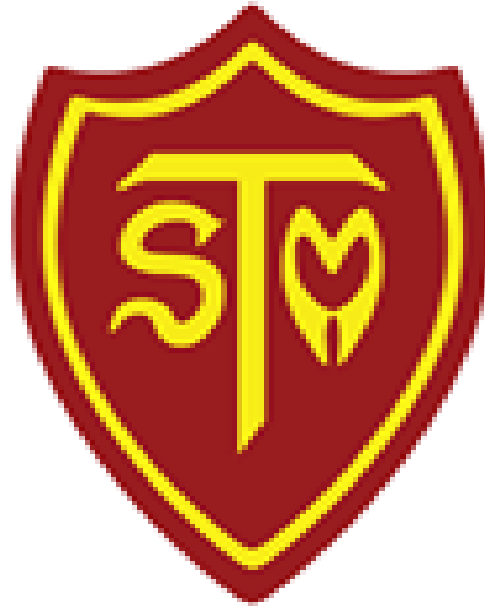


Assessment at
St Thomas More
Catholic Primary School





Principles of Assessment

Assessment is at the heart of Teaching and Learning

It supports teachers to:

- track progress and attainment
- diagnose and record pupil understanding
- identify gaps and areas for improvement
- plan the next steps for pupil learning
- provide opportunities to feed back to pupils
- inspire greater effort and a belief that hard work and practice will lead to improved outcomes



How do we assess?

The school uses a software program.

This allows us to measure pupil **attainment** and **progress**.

Attainment: a pupil's achieved level of knowledge, skills, and understanding at a particular point in time.

Progress: a pupil's improvement in learning over time - increased knowledge, skill development, and a deeper understanding of concepts.



Tracking Attainment and Progress with '*Steps*'

- Our assessment system has replaced national levels with a system of 'steps'
- There are 6 'steps' within each year group.



What are the 6 steps?

Each year band has been broken down into **6 steps**:

- *beginning (b)* *Expected level in Term 2*
- *beginning + (b+)*
- *working within (w)* *Expected level in Term 4*
- *working within + (w+)*
- *secure (s)* *Expected level in Term 6*
- *secure + (s+)*



What does each step actually mean?

The three broader sections may be thought of in these terms:

- **Beginning** – indicates a pupil is just starting to work on the curriculum expectations for their year group
- **Working Within** – the pupil is working towards the end-of-year curriculum expectations
- **Secure** – means they are consistently meeting and understanding the curriculum expectations and beyond



Assessment reporting

STM assessment system:

The school has 3 assessment windows during the year where we report progress and attainment to parents (terms 2, 4, 6).

However as a school, we assess **6 times throughout the year** to monitor and record pupil progress throughout the year.

The expectation is that a pupil should make at least 6 steps of progress over the academic year.

Reporting Assessment - Autumn, Spring, Summer

Abbreviations

ARE = Age Related Expectations B = beginning W = Working towards S = secure S+ = above age expectations

The Academic Year			
Term 1 & 2	Term 3 & 4	Term 5 & 6	Term 6
Beginning to Work Towards ARE	Working Towards ARE	Working At ARE	Working Above ARE
B/B+	W/W+	S	S+
All children should be here at the start of each academic year because they have not yet been taught the new academic year curriculum. B+ shows that they are progressing closer to W.	All children should be here (working towards the end of year aims) and accessing the new academic year curriculum with adaptations where necessary. W+ shows that they are progressing closer to S.	All children should be here (working <u>securely</u> within the end of year aims) because they are accessing the curriculum and remembering what has been taught. They are using and applying their knowledge and skills.	Some children may be here (working at greater depth) by the end of the academic year. They are fluent and have a deeper understanding of the curriculum. They can use and apply knowledge and skills consistently and accurately.

Where should my child be ideally?

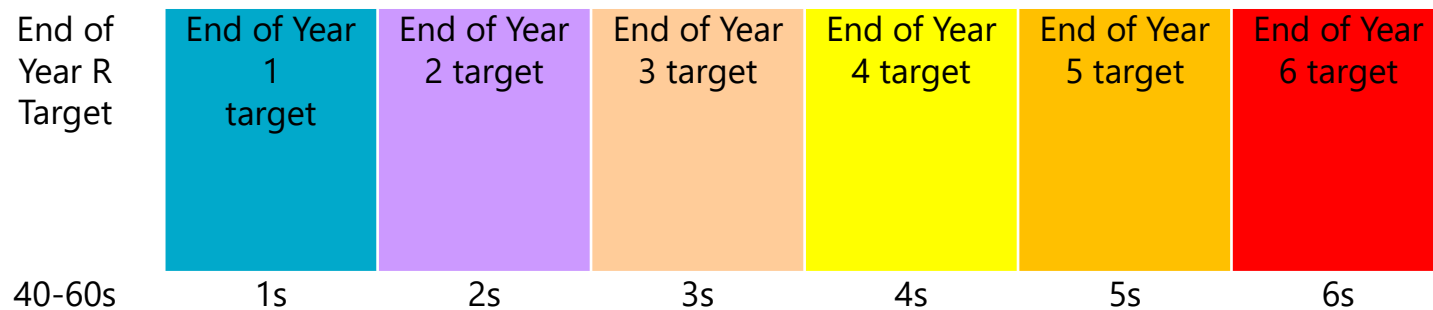


This will depend on the pupil's ability level and the time of year;

- the expected standard at the **end of each academic year** (attainment) should be '**s**' – 'secure'
- BUT we will be tracking **progress** as well and each pupil will ideally make 6 'steps' of progress from one year to the next
- So for example 'Berty' who was '*2s*' (*Year 2 and 'secure'*) at the end of Y2, should be '*3s*' by the end of Y3.



So what should the age-expectant ideal attainment look like?



For a pupil to attain thorough coverage of the year band, pupils should reach the secure ('s') step by the end of the appropriate year. The pupil is working at the expected level – Age Related Expectation (ARE)



So what's the 's+' step all about?

The advice from the Government is that pupils who have gained a secure understanding of the year's programme of study should not be automatically moved on to the next year's programme.

Instead, they should be provided with extension work to deepen and consolidate their understanding of the concepts and skills already grasped.

If your child is assessed as working at S+ (for their current year group) by the end of the year, they are working above Age Related Expectation - **greater depth**.



The new 'Secondary Ready' expectation

At the end of the academic year, Year 6 pupils will be taking a new, more challenging SATs tests in English and Mathematics:

- there will still be a national expected level of attainment for these pupils;
- this level is to be called '*Secondary Ready*' and is based around a scale score of 100;
- 100 will be the expected attainment level.
- 110 is working above expected - **greater depth**

End of Year Report to Parents

Class Teacher Comments

Effort and Attainment

Subject	Effort	Beginning	Working Towards	Working At	Working Above
Reading			1w		
Writing			1w		
Mathematics			1w		
Science			1w		
Religious Education			1w		

Key:

Current attainment

Effort:

E: Excellent

G: Good

S: Satisfactory NI: Needs improvement

Main Subjects

Reading

Writing

Mathematics

Science

Religious Education

Other Subjects

Subject	Attainment	Effort	Subject	Attainment	Effort
Art and Design	Working Towards		Languages	Working Towards	
Computing	Working Towards		Music	Working Towards	
Design and Technology	Working Towards		Physical Education	Working Towards	
Geography	Working Towards		PSHE	Working Towards	
History	Working Towards				

Other Subjects Comments

Head Teacher Comments

Head Teacher:

Teacher: