

Working with Parents to Ensure that your Child Makes Progress at The Good Shepherd Primary Catholic Academy



One of the most important ways in which we help your child to maximise their progress is to **assess** them on a regular basis. This document has been devised to help you to understand assessment practices used at The Good Shepherd Primary Catholic Academy and how to support your child's learning and progress.

What is meant by assessment?

Assessment is the regular checking of what children know, understand and can do in order to establish what they need to do next in order to best continue their learning.

Why do we assess?

Assessment plays a fundamental role in learning: it helps pupils and teachers to identify what has been learnt, the skills that have been mastered and what needs to improve further. Most importantly, it guides and supports children with the next steps in their learning. High-quality assessment can have a very positive impact on students' learning and progress.

Which Values underpin our Assessment System?

In order to ensure that our assessments are of a high quality we ensure that:

- They are complementary to and supportive of the children's learning
- They are valid and reliable
- They are fit for purpose and manageable
- They support the learning of all the children in The Good Shepherd Primary Catholic Academy

Assessment at The Good Shepherd Primary Catholic Academy is inclusive and provides all pupils with the equal opportunity to demonstrate their performance and showcase their achievements. Our assessment system is transparent and open to all staff, pupils and parents. **All children**, including those with Special Educational Needs, are assessed according to what they have learnt and where they are within the curriculum and their next steps in learning are carefully planned from this information.

What are the different forms of assessment?

There are several forms of assessment, but the two main ones are summative and formative:

Formative assessment is typically carried out on a day to day basis and involves teachers using a variety of methods (questioning, marking, discussions, oral answers) to diagnose specific areas to improve and support students in doing so. Formative assessment may be recorded informally or may just involve weekly test scores. Teachers use this information to plan effectively, foster motivation and help learners know how to improve.

Summative assessment provides a judgement about how well children have achieved at the end of a period of time; in a test or project. Assessment outcomes are awarded a Learner Stage grade (see below) or a mark.

There is also a third type of assessment which is **Peer assessment** or **Self- assessment** which helps students to evaluate the success of their own work, usually against success criteria.

The **Moderation** of assessments is carried out, periodically, across classes, across Year Groups, across schools and across the whole of Our Lady of Lourdes Trust to ensure that children's assessments are standardised and not in any way biased. External moderation also takes place for some year groups in the form of National Summative Assessments (EYFS, Year Two, Year Six, Year Four and Year One).

How do staff, pupils and parents know how children are progressing?

Throughout the year, your child may progress through five learner stages. If they make above expected progress then may progress through six learner stages. At the start of each year, your child should begin at the learning stage, 'Emerging'. The table below shows the learner stages that your child will work their way through.

Points	Which learner stage?	When will my child be at this learner stage if they are on track in their learning?
1	Emerging	At the start of the year
2	Emerging +	Christmas
3	Developing	Spring half term
4	Developing +	Easter
5	Expected	May half term or Summer holiday
6	Greater Depth	Summer holiday if they have made exceptional progress

How can I keep track of how my child is progressing?

In October and February, The Good Shepherd Primary Catholic Academy hosts a Parents' Consultation Evening to which all parents are invited to attend. At this meeting the Class Teacher will share with you the progress your child has made and where they are in the Learner Stages. They will also explain what next steps your child needs to make in order to make further progress and how you can help them to do this. In July an annual report is sent to you to outline your child's progress, achievements and next steps in their learning. If at any time you are concerned about your child's progress you can make an appointment to talk with the Class Teacher via the school Office. If a Class Teacher is concerned about your child and their academic progress, they will contact you to discuss this.

How and when is my child assessed?

Year Group	Types of Assessment and when it is undertaken
EYFS	<ul style="list-style-type: none">• Early Years Foundation Stage Profile (EYFSP): The profile summarises and describes pupil attainment at the end of the Early Years Foundation Stage. EYFSP data is published at national and local authority level. Individual pupil data is used to understand individual education and development needs and to support transition to year 1.• Children undertake the PIRA (Progress in Reading Assessment) tests at the end of EYFS
Year One	<ul style="list-style-type: none">• Phonics screening check: A light-touch, statutory screening check administered by teachers. The check assesses a pupil's phonics decoding ability to identify pupils needing additional support. School-level data is not published, while national and local authority level results are. Pupils who do not meet the required standard are required to re-sit in Year 2.• PIRA Tests (Progress in Reading Assessment) taken at the end of each term• PUMA Tests (Progress in Understanding Mathematics Assessment) at the end of each term• Spelling Tests (weekly)• English Grammar, Punctuation and Spelling Classroom Secrets Assessment tests taken at the end of each term• Arithmetic Tests taken weekly• Formative Assessments carried out by the Class Teacher in all of the Foundation subjects, in line with The Good Shepherd Primary Catholic Academy curriculum• A "Being Scientific Test" which tests knowledge and the application of scientific concepts
Year Two	<ul style="list-style-type: none">• End of Key Stage 1 national curriculum assessments: Teacher assessment judgements are currently made using interim Teacher Assessment Frameworks and reported in mathematics, English reading (informed by internally-marked national curriculum tests), science and English writing. These teacher assessments are externally moderated by local authorities, who sample 25% of schools each year. These assessments form the baseline for measuring progress made between Key Stage 1 and Key Stage 2. The proportions of pupils achieving the expected standard in English reading, English writing, mathematics and science are published at

	<p>national and local authority level, but not at school level. There is currently an optional test in English grammar, punctuation and spelling at the end of key stage 1.</p> <ul style="list-style-type: none"> ● PIRA Tests (Progress in Reading Assessment) taken at the end of each term ● PUMA Tests (Progress in Understanding Mathematics Assessment) taken at the end of each term ● Spelling Tests taken weekly ● English Grammar, Punctuation and Spelling Classroom Secrets Assessment tests taken at the end of each term ● Arithmetic Tests taken weekly ● Formative Assessments carried out by the Class Teacher in all of the Foundation subjects, in line with The Good Shepherd Primary Catholic Academy curriculum ● Being Scientific Test, which tests knowledge and the application of scientific concepts ● Phonics Screening Check- if a child needs to resit the test from Year One
Year Three	<ul style="list-style-type: none"> ● PIRA Tests (Progress in Reading Assessment) taken at the end of each term ● PUMA Tests (Progress in Understanding Mathematics Assessment) taken at the end of each term ● Spelling Tests taken weekly ● ● English Grammar, Punctuation and Spelling Classroom Secrets Assessment tests ● Arithmetic Tests taken weekly ● Formative Assessments carried out by the Class Teacher in all of the Foundation subjects, in line with The Good Shepherd Primary Catholic Academy curriculum ● “Being Scientific Test” which tests knowledge and the application of scientific concepts
Year Four	<ul style="list-style-type: none"> ● PIRA Tests (Progress in Reading Assessment) taken at the end of each term ● PUMA Tests (Progress in Understanding Mathematics Assessment) taken at the end of each term ● Spelling Tests taken weekly ● English Grammar, Punctuation and Spelling Classroom Secrets Assessment tests taken termly ● Arithmetic Tests taken weekly ● Formative Assessments carried out by the Class Teacher in all of the Foundation subjects, in line with The Good Shepherd Primary Catholic Academy curriculum ● “Being Scientific Test” which tests knowledge and the application of scientific concepts ● Year Four National Multiplication Tables Check focusing on the fluent recall of multiplication tables. These are statutory.
Year Five	<ul style="list-style-type: none"> ● PIRA Tests (Progress in Reading Assessment) taken at the end of term ● PUMA Tests (Progress in Understanding Mathematics Assessment) taken at the end of term ● Spelling Tests taken weekly ● English Grammar, Punctuation and Spelling Classroom Secrets Assessment tests taken termly ● Arithmetic Tests taken weekly ● Formative Assessments carried out by the Class Teacher in all of the Foundation subjects, in line with The Good Shepherd Primary Catholic Academy curriculum

	<ul style="list-style-type: none"> • “Being Scientific Test” which tests knowledge and the application of scientific concepts
Year Six	<ul style="list-style-type: none"> • End of Key Stage 2 National Curriculum Assessments: Pupils sit externally-marked tests in mathematics, English reading, and English grammar, punctuation and spelling. Teacher assessment judgements are made in English reading, English writing, mathematics and science. The proportions of pupils achieving the expected standard in all of reading and mathematics (based on test data) and writing (based on teacher assessment judgements) are published at national, local authority and school level and are used to calculate the progress that pupils make between key stage 1 and key stage 2. Progress and attainment measures form part of both the floor standard and a new definition of coasting schools, which is used as the starting point for a conversation about whether a school might require additional support. National curriculum test data in English grammar, punctuation and spelling, and teacher assessment judgements in English reading, mathematics and science are published at national and local authority level. • Not all children in Year 6 will take science SATs. However, a number of schools will be required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole.