
Assessment at Holy Trinity CE Primary School

What assessment arrangements do we have in place for measuring pupil progress in each year group?

How do we make our judgements?

Formative Assessment tasks:

- Assessment for Learning (AfL) – on-going teacher assessments for each pupil (See Assessment, Marking and Feedback policy)
- Learning Labels – tracking objectives met or not to inform judgements
- Cluster moderation to validate judgements (whole school)
- Local Authority moderation to validate judgements (EYFS, Y2, Y6)
- Senior Leadership Team moderation to validate judgements
- Termly Pupil Progress meetings to discuss interventions, progress & next steps 1:1 with class teachers
- Senior Leadership Team on-going monitoring to gather evidence (includes lesson observations, book looks, learning walks, pupil interviews etc)
- Benchmarking in reading
- Rising Stars mental maths tests fortnightly throughout the year

Summative Assessment tasks:

- Scholastic tests (November, March & June) in reading, arithmetic and maths reasoning
- Previous SATS papers in reading & maths (Y2 & Y6)
- Unaided writing assessed against National Curriculum objectives termly (across the curriculum)
- Age Related Expectations (NC objectives) used to make teacher judgements in reading, writing and maths
- Phonic phase assessments
- Phonics screening baseline (Y1) and termly assessment
- ELG baseline in October

How do Governors know assessment systems are accurate, secure and robust?

- All judgements are moderated by SLT, cluster & LA
- Judgements are validated by LA, FFT and ASP (Analyse School Performance replaced RAISE July 2017)

What pupils are not making progress and why?

- Headteacher interviews class teachers termly on their class data and pupil progress. Discussion includes a focus on pupils not making expected progress. Possible barriers are discussed and next step plans are made. Interventions may include extra support from teacher or TA, specific programmes of support, parent communication & support, ELSA referral, SENCO referral, outside agency support or support for the teacher in planning and teaching through using experts on our staff team.
- Pupils that have been identified as ‘vulnerable’ or in need of SEN support as well as disadvantaged pupils (Pupil Premium, Free School Meals, Ever 6 & Looked After/Adopted) are a focus. Their data is analysed in terms of progress and attainment. They are a focus in discussion during Pupil Progress meetings.
- Main barriers at Holy Trinity (identified by all staff and discussed in SLT – evaluated plan available):
 - high SEN needs but no EHC plan/specialist training
 - some families are dis-engaged/unable to support their child

- interventions not personalised enough and need to be reviewed more often
- small minority take holidays consistently in term time affecting pupil progress and how settled the children are

FFT – Ofsted Data Dashboard

Headlines:

KS1:

- Specific groups, SEN & Middle Attainers

KS2:

- SEN, Middle Attainers, white males