



Christ the King Roman Catholic Primary is a caring school that encourages all pupils to be ambitious in their attitude, to be inspired by the world and people around them, and resilient in the face of challenge.

Assessment and Pupil Tracking at CTK

2018 - 2019

Data Collection at CTK



Assessment for Learning (AFL)

Teachers ask questions which challenge thinking and secure knowledge. This is carried out, in the most part, orally through all stages of every lesson. Some questions and responses are recorded in the workbooks both during the learning time and in dedicated response to marking time. This is then used to inform teacher's planning and next steps for pupils.

Teacher Assessment

Teachers make professional judgements based on the outcomes of each lesson taught, identifying children working towards, achieving and exceeding. For monitoring purposes teachers mark dates, evidencing the learning, in the front of English, Maths and RE books. This is used to inform planning and next steps.

Pupil Voice

All pupils are given the opportunity to talk to their teacher about their learning journey and identify next steps. Subject Leaders, Senior Leaders and Governors meet with groups of children regularly to collect their views on the curriculum, including experiences gained and support /challenge available. This is used to inform teacher's planning and next steps for pupils

Classroom Monitor

Our pupil tracking system, Classroom Monitor, is updated at the end of each teaching block/unit. Teachers input data from teacher assessment, highlighting the level of success against learning objectives. Classroom monitor generates an age related outcome for each child. Class teachers reviews each child individually to ensure accuracy. When children are working below age related expectations, their outcomes may need to be manually changed, this change creates a pathway of questioning during pupil progress meetings where teachers evidence their professional judgement. Classroom monitor attainment and progress data is presented in pupil progress meetings, where teachers are expected to tell the story for each child, justifying outcomes and outline further support and challenge for the child.

Classroom monitor is used by subject and senior leaders to ensure accuracy and sufficient coverage of the curriculum for all children.

GL Testing

The GL Progress Tests will be used as a baseline assessment for each child and as a way of measuring progress and attainment. They will be carried out in the summer term and used to identify gaps in learning and strengths, from this teacher's will plan accordingly for the next academic year. The test will also be carried out by all new starters, after a settling in period of two weeks, in order to ensure teachers have an accurate starting point for all children.

The GL Cognitive Ability Tests will be carried out on a biannual basis, they will be analysed alongside the Progress tests to ensure children are fulfilling their potential. These tests also identify the type of learner each child is, such information will ensure teachers create a curriculum with opportunities for all.

The GL reading and spelling tests will be carried out three times a year and progress tracked by teacher and English subject leader.

GL will be used to gather children's attitude to their learning and the school, this data will be collected annually.

The dyslexia and dyscalculia screening will be used as guided by the SENDCo.

Subject and senior leaders will monitor the data and use it to develop lines of questioning during pupil progress meetings.

National Testing

Subject leaders and teachers ensure sufficient curriculum coverage and books are regularly monitored against interim frameworks. Additional support for teachers and children is implemented as soon as the need has been identified through pupil progress meetings.

Subject leaders, senior leaders and Governors analyse published data, identifying trends and areas of strength and weakness. Action plans are created and/or adapted based on outcomes.

Christ The King R.C Primary Assessment Flow Chart

Staff

Autumn Term 1

GL Reading and Spelling Ages
Pupil Progress Meeting
Biannual CAT Testing
Performance Management Review and
Target setting
Foundation Stage Baseline
Assessment and Diagnostic
Assessments to start the year =

Autumn Term 2

Formal Assessment
(Ma, Read Comp)
Phonics Review
EYFS Progress
Pupil Progress Meeting

Spring Term 1

GL Reading and Spelling Ages
Pupil Progress Meeting
Performance Management Review
EYFS Progress

Spring Term 2

Formal Assessment of progress
Phonics Review
EYFS Progress
Pupil Progress Meeting

Summer Term 1

KS1 and KS 2 National Assessments
Formal Assessment
Pupil Progress Meeting
EYFS Progress

Summer Term 2

KS1 and KS2, EYFS outcomes
collated for analysis
GL Reading and Spelling Ages
Formal Assessment
GL PAT Assessment
Pupil Progress Meeting
Transition Week
Performance Management Review

Senior Leadership Team/Subject Leaders

Autumn Term

School Development Plan
School Self Evaluation
Performance Management Targets
Monitoring/Moderation of
Assessment
Pupil Progress Meetings
Pupil Voice
Whole School Data Analysis
Present to Governors

Spring Term

School Development Plan Review
School Self Evaluation Review
Performance Management Review
Monitoring/Moderation of
Assessment
Pupil Progress Meetings
Pupil Voice
Whole School Data Analysis
Present to Governors

Summer Term

School Development Plan Review
School Self Evaluation Review
Performance Management Review
Monitoring/Moderation of
Assessment
Pupil Progress Meetings
Pupil Voice
Whole School Data Analysis
National Test Results Analysis
Present to Governors

On-Going Formative Assessment through; Marking, Observations, Target Setting, On Line Assessment and
Analysis Tool (Classroom Monitor), Questioning, Informal Discussions Coaching cycle.