

St Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus



Assessment Policy

Date Agreed: September 2017

Review Date: September 2019

St. Saviour's R.C. Primary School

Assessment Policy

Mission Statement

Pray Together, Learn Together, Stronger in Christ

In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum. As the 'Government will not impose a single system for ongoing assessment', it is up to schools to implement a system that can: 'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with best practice and innovation.'

Our Philosophy of Assessment

Assessment should have a purpose at every level for everyone involved:

- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make to ensure the school is helping pupils achieve their potential.
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use data to ensure the school is supporting pupils learning effectively.
- Schools can provide data for inspection teams to show how children are performing.

Our Assessment System

On-going formative assessment

We believe that thorough assessment procedures are essential for informing the next stage of planning and helping children to know what they have to do to make progress, we endeavour to achieve this by:-

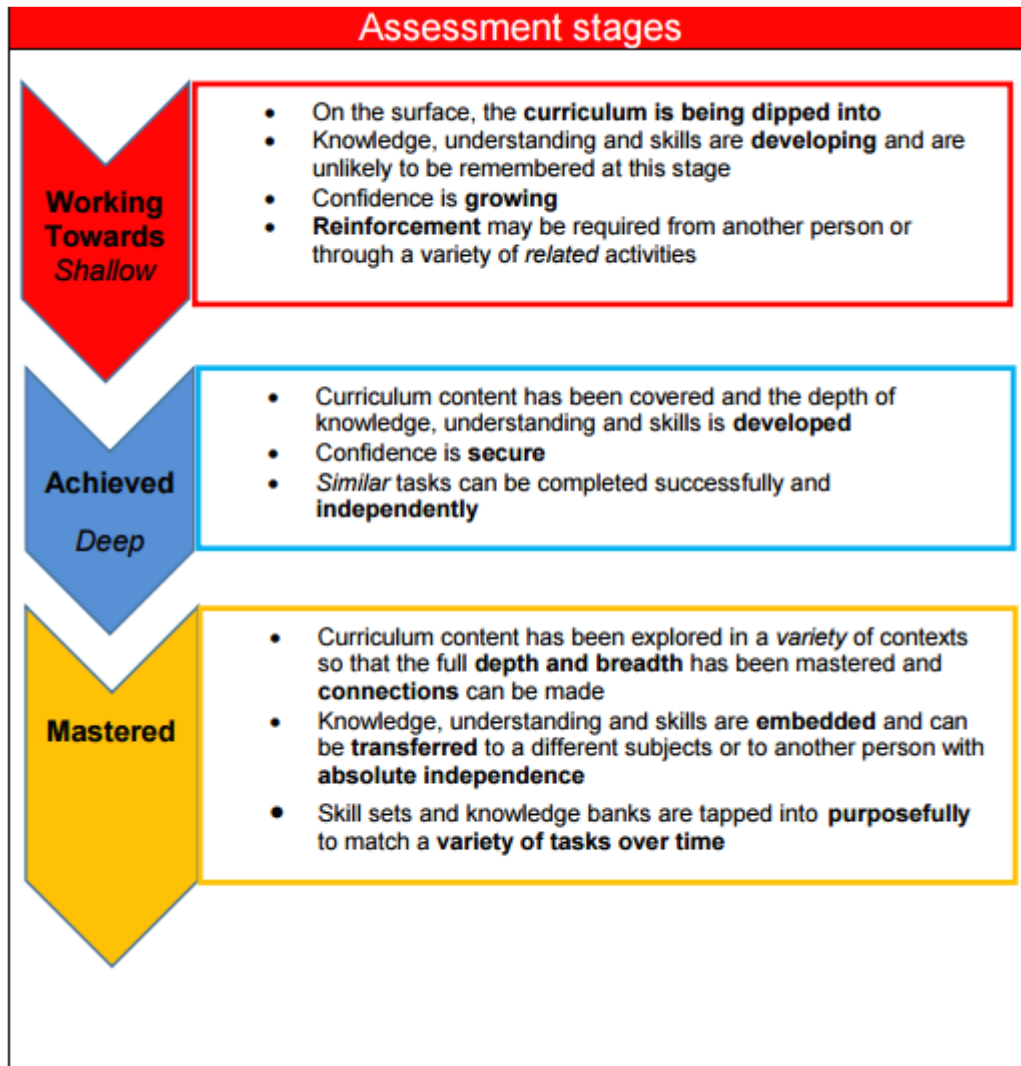
- informing pupils of the learning objectives for each lesson
- questioning throughout the lesson in order to judge pupil understanding
- observation
- providing regular opportunities to review learning against the success criteria throughout the lesson
- involving the children in peer and self-assessment by setting pupil targets which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time
- planned assessment against learning objectives in medium/short term planning
- displays which celebrate achievement and progress
- feeding back to pupils on an on-going basis both verbally and in writing
- focused marking
- sampling pupil's work
- carrying out diagnostic assessments to identify the gaps in learning
- using assessments and feedback from marking to inform the next stages of learning and planning

The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage for English, Maths and Science and has provided guidance as to when in each phase this content should be covered. The statutory statements published in the National Curriculum show end of year expectations.

Tracking attainment and Progress with Steps

To track pupil attainment we are using Target Tracker who have devised a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment.

There are three broad sections, which may be thought of in these terms –



Pupil Progress Meetings

These are held termly and are attended by the class teacher, SENCO and Head teacher. In these meetings we will focus on:

- to discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional data gained from the data analysis by the head teacher
- To discuss interventions that are in place and to change these where necessary.
- Discuss targets for any pupils that require additional support and devise plans for how these targets will be achieved.

Data Analysis

The Head teacher utilises the class teacher entries on Target Tracker to carry out an analysis of the data each half term. This information is utilised to inform the:-

- Pupil Progress Meetings
- School Self Evaluation
- School Improvement Plan
- Head teacher report to Governors
- Appraisal and Teacher Profiles

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Responding to Pupils' Work: Effective Marking and Feedback for detailed information.*

Assessment Moderation

INSET sessions are used for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and that there is consistency across the year groups and schools. Moderation is also carried out with other schools and Key stages, to ensure consistency.

Reporting to Parents

Reports to parents are given verbally at parents' evening twice a year along with written information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards
- Their child's strengths and any particular achievements.
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well.

In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

S.E.N.D (Special Educational Needs and Disabilities)

Early identification of children with special educational needs is essential. The school's S.E.N.D policy gives details of the procedures for identification and assessment.

EYFS

On entry to Nursery we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'.

Phonics

Summative phonics assessments are carried out at key points of the academic year. Formative assessments will be carried out through the day to day teaching of phonics and the application of their knowledge and understanding across all lessons. There will be 3 main ways of collecting data:

- Phase 1 – 6 formal highlighted assessments - carried out for each individual child in Early Years and KS1;
- Letters and Sounds Phase 1 – 6 Tracking Grid - completed every half term by the class teacher. This will be based on both the formal assessments and continuous teacher assessment of the children's application of phonics within day to day lessons;
- Phonics screening - completed at different assessment points of the year to identify any children who are off track.

RE

Assessment in religious education is used to identify difficulties and areas for future development; provide information on strengths, progress and achievement to pupils, teachers and parents; and to inform future planning. Bi-termly, the children are formally assessed in AT1 following the strand focus set out by the diocese. Assessments for AT2 are ongoing throughout the year. Assessments are recorded in RE books by both teachers and self-assessed by pupils.

Levelled examples of children's work from the formally assessed topic are submitted to the RE co-ordinator to be added to the assessment folder.

Transition and Transfer

Assessment information both academic and social is transferred between professionals at each stage of the child's schooling – between classes, key stages and schools. This ensures that children have the maximum opportunities to achieve.

Equal Opportunities

Equality of opportunity is a fundamental right of all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

Review

This policy will be continually reviewed in accordance with guidance from the DfE and the local authority.