

Curriculum Committee

Non Statutory

Reviewed: March 2020

Next review due: Spring 2022

***St Joseph's Catholic Primary School***  
**To live, love and learn in a caring Christian community**

## **Assessment Policy**

### **Introduction**

At St Joseph's we recognise that assessment forms an integral part of the process of teaching and learning. In each Key Stage, all members of teaching staff are involved in making evidence-based judgements about a pupil's learning as well as their progress from the relative starting points. We believe that it is very important pupils for pupils to be actively involved in the assessment process and they are taught to critique their own work from an early age.

### **The Principles of Assessment**

- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- High quality, in-depth teaching, is supported and informed by high quality formative assessment (see below for detail on formative assessment).
- There is always a clear purpose for assessing, and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.

- Assessment is inclusive of all abilities.

## **How We Assess At St Joseph's**

### **Formative Assessment**

Formative assessment is when the feedback from learning activities is used to adapt the teaching to meet the learner's needs. It is embedded in the practice of Assessment for Learning (AfL) and happens daily on an ongoing basis.

Formative assessment is crucial:

- In informing planning.
- In raising pupils' awareness of where they are; what they are trying to achieve; how they can improve and what success looks like.

At St Joseph's, formative assessment can be identified in the following ways:

- Learning objectives are shared with pupils as part of everyday practice.
- Success criteria is shared and built up with the class as appropriate.
- Pupils are given the opportunity to see and discuss examples of good work as a model for success.
- Pupils' understanding is explored through a variety of age related means which include e.g. careful questioning, observations, written work, discussion etc.
- Pupils are given constructive feedback; where necessary, this is verbal. Written comments or symbols are used to indicate achievements and areas for improvement to move learning forward (see marking policy).
- Pupils are set targets that are clear and achievable. Class or individual targets may be set to improve or develop personal and social skills, where necessary.
- Pupils are encouraged to assess their own performance through:
  - Success criteria.
  - Discussions e.g. plenary, circle time
  - Self assessment
  - Peer assessment
- Provision Maps provide up to date information on Special Educational Needs/Disability (SEND) and the most able children's progress. These are also used to track the provision provided for these pupils throughout the school and provides evidence of progress within the Key Stage.

In an effort to ensure that the formative assessment information transfers with the child throughout their journey at school, we dedicate liaison time to

transition meetings between the relevant members of staff. These meetings include:

- Nursery Staff visiting feeder Pre-schools and carry out home visits prior to the beginning of term
- Receiving Teachers meeting with previous Teachers before the beginning of the Autumn term
- Meeting time between SENCo and Teachers and TAs
- Transition meetings between KS2 Teachers and KS3 transition coordinators

### **Summative Assessment**

Summative Assessment refers to the assessment of learning. It summarizes the development of learners at a particular time and provides a systematic record of a child's overall achievements. At St Joseph's Summative Assessments are carried out termly, as well as through the national tests SATs at end of each Key Stage. Following a national move towards 'Assessment without Levels' (Sept. 2015) St Joseph's adopted the Herts for Learning model of assessment 'Phases and Stages' across Key Stages 1 and 2. This model requires teachers to make evidence based judgements on a pupil's attainment at the end of each term. Further details of assessment pertinent to each Key Stage are outlined in the information below.

### **Assessment within Early Years Foundation Stage (EYFS)**

From September 2015, upon entry to Nursery and Reception, class teachers are required to complete a baseline summative assessment on all pupils. The baseline assessment is conducted three weeks into term and is used as a means of comparing pupils against the national standards in Literacy, Mathematics, Physical Development, Communication and Language, Personal, Social and Emotional Development and the Characteristics of Effective Learning.

Day to day in the EYFS, careful observations are made of each child to identify their strengths and needs; these are used to inform planning and identify 'next steps' in learning on an ongoing basis. Observations are collated in a Learning Journal which provides evidence of their progression. At least one piece of work/one observation of a child-led activity is recorded within the Learning Journal per week. At the end of each half term class teachers complete a detailed 'What's Next' sheet and use this as a diagnostic tool to inform future teaching.

Throughout their time in Early Years, pupils are assessed against the 'Development Matters' statements. These statements are organised into 'age typical' bands of learning and provide a guide by which class teachers can measure steps of progress.

## **Assessment within Key Stage 1 and 2**

In addition to the information obtained through formative assessment, Teaching staff conduct the following summative assessments:

- Schonell spelling tests: twice per year. These tests provide a spelling age for each pupil.
- Salford reading tests: three times per year. These tests provide a reading and comprehension age for each pupil.
- PM Benchmarking: ongoing reading assessments KS1 and LKS2 (prior to free readers)
- Science end of unit tests: half termly.
- R.E. end of unit activities: half termly.
- Maths tests: three times per year.
- Writing is assessed throughout the year with the Teacher Assessment Framework (

- ) for Years 2 and 6 and with the Herts Phases and Steps for Years 1, 3, 4 and 5.

## **Statutory Assessment**

### **EYFS Profile**

In the third term of Reception, pupils are measured against the Early Learning Goals contained within the Early Years Foundation Stage Profile (EYFSP); a tool to measure attainment. Staff must indicate whether a pupil is at the expected level of development, below the expected level of development (emerging) or beyond the expected level of development (exceeding) across the Prime and Specific areas. Prime areas of learning include: Communication and language development, Physical development and Personal, social and emotional development. Specific areas of development include: Literacy, Mathematics, Understanding of the World and Expressive arts and design.

### **Phonics screening check**

At the end of Year 1, all pupils are required to complete a phonics screening check. The assessment is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard. Should a child not 'pass' the check they will be given additional support to help improve their reading skills in Year 2.

### **Standard Attainment Tests (SATS)**

At the end of Year 2 and 6 pupils are required to participate in Standard Attainment Tests (SATS). Pupils are tested in Reading, Maths and Spelling, Grammar and Punctuation. Writing is assessed by class teachers and judgements moderated through Local Authority cluster moderation groups.

Pupils are measured in two ways: the level of progress they make and the level of attainment they reach. Results for the Year 6 are published as are the national averages for each year group. Parents and pupils will be informed whether they are working at/above/below the required standard.

### **End of Key Stage Teacher Assessment**

Year 2 and Year 6 teachers assess pupils against end of Key Stage targets in Reading, Writing, Maths and Science. This information is shared with the Local Authority, parents and pupils.

### **Reporting to Parents**

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

Below is how we at St Joseph's inform parents:

- Termly Class Information and Curriculum letters.
- Annual written report to parents. For end of key stage reports, the SATs results for the school and national comparisons are included.
- Opportunity is given to parents to discuss pupil's end of year reports.
- Informal discussion with parents as needed throughout the year.
- Discussion with parents at two parents' consultation evenings.
- Termly report cards prior to parents' consultation evenings.
- Open Day.
- Children sharing achievements publicly during celebration assemblies and via the school newsletter and website.
- Relevant supportive evidence is shared with interested parties (e.g. parents, other teachers within school or cross-phase federations or clusters).
- In the Early Years Foundation Stage home visits are undertaken to the nursery children to the Pre-school and to new Reception children.

## **Reporting to Governors**

Information is shared with the Governing Body via:

- Headteacher's termly report to Governors.
- SEN coordinator report on SEN provision.
- Subject Leader reports to Governors.
- Subject SEFs are shared with the Curriculum Committee
- Local Authority Standards and Review visit reports

Governors challenge and hold the school to account for the standards within the Curriculum Committee, full Governing Body meetings and the headteacher's performance appraisal.

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