

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, teachers make evidence-based judgements about a pupil's attainment as well as their progress from their individual 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 evaluate their own work from an early age.

The Principles of Assessment

- Ongoing formative assessment enables teachers to identify the pupils' next steps which is then used to plan future learning experiences.
- Effective diagnostic assessments are used to identify the pupils' strengths and next steps.
- Summative assessments provide a snapshot of pupils' attainment linked to age-related expectations.
- Assessment supports our evaluation of, and judgements on, the quality of teaching and learning across the school.
- Assessment supports informative and productive conversations with pupils and parents.
- Pupils take responsibility for their achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.

How We Assess at St Joseph's

Formative Assessment

Formative assessment is the use of feedback from learning activities to inform future teaching to meet the learner's needs. It allows teachers to recognise pupil performance and identify gaps in knowledge, skills and understanding, thus ensuring that the pupils are provided with support or extension challenges, as appropriate. Ongoing Assessment for Learning (AfL) is crucial in raising pupils' awareness what they are trying to achieve, their progress so far and how they can continue to improve.

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

- Learning objectives are shared with pupils each lesson so that they know what they are working towards.
- Success criteria is shared, and formulated, 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 evaluated through a variety of age-related means which include pertinent questioning, observational assessments and through marking their work.
- Pupils are encouraged to self-assess their own attainment and progress by evaluating their work in relation to the success criteria, including identifying areas of strength and next steps; and articulating their learning journey by responding to 'big questions' within topics.

Summative Assessment

Summative Assessment refers to the assessment of learning and provides a snapshot of a child's learning at a given time which enables teaching staff to match the child's performance to age-related expectations.

At St Joseph's, the following statutory summative assessments take place and are reported externally:

- End of KS2 SATs in grammar, punctuation and spelling; reading; and maths are administered and externally marked.
- End of KS1 SATs in grammar, punctuation and spelling; reading; and maths are administered and internally marked to inform teacher assessment.
- End of KS1 and KS2 writing is assessed and reported using the Teacher Assessment Frameworks.
- Pupils' ongoing work in science, in addition to performance in end of unit tests, provides teachers with an accurate picture of pupils' attainment which is reported externally for pupils at the end of KS1 and KS2.
- Year 4 Multiplication Tables Check
- Year 1 Phonics Screening Check
- EYFS Profile
- Reception Baseline Assessment

In addition, the following non-statutory summative assessments take place:

- Half-termly assessments of pupils' attainment in reading, writing and maths using the Teacher Assessment Frameworks alongside the Hertfordshire tool.
- Pupils are assessed in their reading through individual reading, guided reading sessions and half-termly reading assessments using the 'Little Wandle' scheme (prior to being free readers).
- Half-termly assessment of pupils' attainment in R.E.
- Half-termly assessments of pupils in EYFS against the Development Matters Statements
- Termly assessment of the attainment of KS1 and KS2 pupils in the foundation subjects matched to the National Curriculum.

The following are examples of diagnostic assessments that can be used where there are concerns regarding a pupil's attainment or progress:

- YARC (York Assessment of Reading for Comprehension) – an assessment tool which provides a reading age based on the pupil's reading comprehension.
- HAST-2 (Helen Arkell Spelling Test) – an assessment tool which provides a spelling age for the pupil.
- Our local 'Specific Learning Difficulties' Base provides us with additional assessments to complete in order to pinpoint a pupil's area(s) of difficulty.

Accuracy of Judgements:

At St Joseph's we ensure that our summative judgements are accurate through participation in the following:

- Moderation of judgements within and across each phase of the school.
- End of EYFS, KS1 and KS2 moderation in Local Authority clusters and with other schools in the Academy Trust.
- Visit from external moderators to ensure sound judgements at the end of EYFS, KS1 and KS2.
- We currently have two Local Authority approved moderators in our staff.

Reporting to Parents

At St Joseph's, we work closely with parents, the first educators of their children, in order to provide regular information on their attainment and progress in the following ways:

- Informal discussions throughout the year, where appropriate.
- Report cards in the Autumn and Spring Terms detailing the pupil's attainment, progress, learning behaviour and attitude to school life.
- Parents' Consultations in the Autumn and Spring Terms following receipt of the report cards.
- Annual written report in the Summer Term; for pupils in Reception, Year 2 and Year 6, these include end of Key Stage statutory assessment information and SATs results.
- Parents are given opportunity to discuss pupils' end of year reports.
- If a pupil has a support plan, formative and summative assessment of their progress towards the individual targets is discussed and reviewed with parents termly in addition to Parents Consultations. For pupils who have an Education, Health and Care Plan (EHCP), their attainment and progress is also discussed with parents at an annual review, where targets are assessed and evaluated collaboratively between parents, school and any relevant external agencies.

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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