



ST. JOSEPH'S
CATHOLIC PRIMARY AND NURSERY SCHOOL
LEARNING TO LOVE, LOVING TO LEARN

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT POLICY

'Assessment should provide the basis of informed teaching, helping pupils to overcome their learning difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. '

(OFSTED 2003)

Policy Principles

Assessment should

- be used to evaluate and develop the quality of teaching and learning across the school.
- be used to monitor and track the child's progress
- through AFL develop learner's capacity for self-assessment so that they can become reflective and self-managing
- be based upon the agreed written recording system, supported by appropriately collected evidence
- be moderated effectively so that the teachers' judgement about pupils' work is agreed
- ensure that assessment information feeds into the target setting process
- provide data to be analysed to identify and support different groups of pupils
- support parents through developing their awareness of the assessment process and help them understand the measures used to inform them of their child's attainment and progress.

Policy Aims

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- to use principles and processes of assessment in order to monitor progress and support learning
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- to develop consistent practice in AFL across the school
- to involve pupils in recognising their successes and identifying the next step
- to use assessments to guide future planning, teaching and curriculum development
- to allow teachers to plan work that accurately reflects the needs of each child;
- use the assessments to provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts

- to provide a framework for assessment which reflects current guidelines enabling teachers to integrate assessment for learning throughout all aspects of teaching and learning.
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgments about the effectiveness of the school

Types of Assessment

Summative Assessment (Assessment of Learning)

Provides a snapshot of attainment at the end of a unit, year group, key stage or when a pupil is leaving the school. It makes judgments about a pupils' performance in relation to national standards.

Formative Assessment (Assessment for Learning)

Assessment for Learning is the day to day ongoing assessment to enable teachers to identify the next steps in a pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning. Key strategies used to ensure good formative assessment takes place include observation, discussion, questioning, paired response work, use of wait time and focused marking.

Diagnostic

Diagnostic assessment helps to identify pupil's strengths and areas for development. We use outcomes from assessments to plan future work and to identify groups of children who need support. This process also helps us with our target setting and to reflect on teaching and learning strategies which we use.

Cycle of Assessment

Day to Day Assessment – Assessment for Learning

Strategies which are used in our school:

Strategy used	How and when	Purpose
Learning Objectives <i>phrased as Learning Challenges</i>	Learning objectives can be tracked to objectives in medium-term plans and are shared with pupils and clearly separated from the explanation of the activity.	Clarify the Learning Objective. These will consist of a LO question for enquiry.
Success Criteria	The steps to achieving the Learning Outcomes are shared, discussed and agreed with pupils.	Clarify the learning outcome and the process to achieve it.

Feedback and Marking	Oral and written feedback is focused on the shared learning objectives of the lesson. This occurs both within and after the lesson. Feedback should have taken place before the next stage of learning takes place.	Providing verbal and written comments and focused questions on how pupils can improve their work and make progress towards their personal targets.
Observation	Ongoing observations through 'helicoptering', watching, listening and talking. These can be recorded using the Insight Tracking programme.	To inform EYFSP, AFL and evidence on Evidence Me for EYFS and assessment data using Insight Tracker across the school.
Questioning	Teachers encourage, trigger and sustain verbal dialogue. The level of questioning is supported by Blooms Taxonomy developmental structure across the school.	To enable pupils to become independent learners. To develop the pupils understanding.
Self / Peer Assessment	During lessons pupils are encouraged to reflect on what they have learned and what they need to do to improve. Pupils are encouraged to assess each other's work and to provide fair and helpful feedback through response partners.	To be reflective and able to self-assess against the Success Criteria and the Learning outcomes.
Talking Partners	The climate for learning gives pupils the confidence to verbalise partially formed thinking and constructively challenge each other's ideas.	Development of AFL skills.
Target Setting	Teachers use an appropriate range of data to baseline pupil performance, set targets and judge processes.	To ensure progression towards curricular targets.

Periodic Assessment - Assessing Pupil Progress

Each term teachers use teacher assessment to assess pupils in Reading, Writing, Maths, Science and RE and foundation subjects. This ensures teachers are promoting a broad curriculum and develops teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to the age related National Curriculum standards, and provides information to help teachers plan for the next steps in children's learning. At St Joseph's Primary School we have termly Pupil Progress Meetings, which highlight good areas of practice and the effect this has on children's attainment. It also provides an opportunity to discuss each individual child's progress and identify any children who are not making expected progress. These children can then be targeted as necessary following the meeting.

Transitional Assessment – Tasks and Tests

Transitional assessment is information that marks a transition from one year to the next, one key stage or school to the next.

Transitional forms of assessment (examinations, end of year and key stage tests etc.) that are used at St Joseph's Primary School are:

- Early Years Foundation Stage Profile (Evidence Me)
- Early Years Baseline Assessment (Early Excellence)
- Phonic Screening in Year 1 and for Year 2 pupils who didn't pass the screening in Year 1
- Timetables test in Year 4
- NFER Tests in Years 3, 4 and 5
- Key Stage 1 SATs in Year 2
- Key Stage 2 SATs in Year 6

The information for the above is used by all members of staff to ensure that children receive quality first teaching that is focused on their particular needs as the move from Year group to Year group. Furthermore, the information is shared with parents as a summative measure of a child's ability at both parent evenings in the Autumn and Spring term as well as at the end of each year group.

Early Years Foundation Stage

Children in the Early Years Foundation Stage are assessed using the Early Years Foundation Stage Profile. At St Joseph's Primary School all profiling is completed online using 2simple: Evidence Me. Children will start their online profile on entry to the nursery and this will be built upon each year until the end of Reception year. Assessments, which are primarily based on observations, are finalised at the end of the academic year and the results are reported to parents and Local Authorities.

Year 1 teachers use the assessments at the end of EYFS to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

Key Stage One

At the end of KS1 a non-statutory teacher assessment is made for all pupils in the National Curriculum subjects – Reading, Writing, Maths and Science. Pupils are recorded as Working Towards the age-related expected Standard, working at the age related expected standard or working at Greater Depth than the age related expected standard. In science children are only reported as 'Has Not Met' age related expected standard or Working at age related expected standard. End of Key Stage tests are used to underpin this judgement. It is non-statutory for these tests to be administered it is the Teacher Assessment that it reported and not the test results. Teacher assessments are finalised by the end of June and reported to parents and the Local Authority.

Key Stage Two

At the end of KS2 a statutory teacher assessment is made for all pupils in the National Curriculum subjects –Reading, Writing, Maths and Science. Pupils are reported as Working Towards the age related expected standard or Working at the age related expected standard in Reading and Maths. In Writing children can also be reported as working at Greater Depth than the age related expected standard. In Science pupils are reported as ‘Has Not Met’ the age related expected standard or working at the age related expected standard. To be working at the age related expected standard pupils must have evidence of meeting each standard ‘typically’ three times or more.

End of Key Stage 2 tests are a statutory requirement for all children working within the year groups age related expectations. These tests are externally marked and the results are reported to parents. A result for all pupils is required by the Local Authority by the end of the academic year.

Other arrangements to support assessments in our school

The school uses the following tests to monitor attainment, for value added purposes and to evaluate progress made by our pupils. Please see the table below.

Year Group	Assessment used	When	Why
Reception class	Early Years Baseline Assessment Early Years Foundation Stage Profile	To be completed within the first 3 weeks of a pupil joining the school. Ongoing throughout school year. Completed by June. End of year (June)	Statutory and monitors progress. Target setting
Year 1	Phonics Screening Teacher Assessment - Internal tracking of progress against National Curriculum objectives.	End of year 1. Termly	Statutory and monitors progress. Target setting
Year 2	SATs Teacher Assessment - Internal tracking of progress against National Curriculum objectives.	May Termly	Non-statutory assessment tests and monitors progress. Target setting

Year 3	Teacher Assessment - Internal tracking of progress against National Curriculum objectives. NFER Tests	Termly Summer Term	To monitor progress Target setting
Year 4	Teacher Assessment - Internal tracking of progress against National Curriculum objectives. Timetables test NFER Tests	Termly June Summer Term	To monitor progress Statutory Target setting
Year 5	Teacher Assessment - Internal tracking of progress against National Curriculum objectives. NFER Tests	Termly Summer Term	To monitor progress Target setting
Year 6	SATs KS2	May (timetabled)	Statutory and monitors progress.

Data Analysis

Results from assessments are collected and used to inform planning.

Data is collected termly in all subjects as well as on transition. This is analysed by St Joseph's Primary School. The results of which are used to track pupil progress, improve learning and teaching and to generate targets.

In order to make the analysis of all school data efficient the following systems are used in our school:

2simple: Evidence Me (online)

Used to inform teaching in Nursery and Reception

SIMS Assessment Manager/ Insight Tracking /Raise online/ Fischer Family Trust/REU

Data analysed by the Head Teacher, Deputy Head teacher, SENDco and Assessment Lead and shared with all staff and Governors.

Used to set targets with SIP

Used to set year group targets

Used to set targets for underachieving children (close the gap)

All data is pentagulated by using a range of contextual analysis tools and used to set targets and inform provision. These include: book scrutiny, marking and feedback, lesson observations, teacher assessment data analysis, test data/analysis.

QLA

Question level analysis is used by class teachers and information is shared with Subject Leads and SLT. This is for: Year 1 teacher assessment, Year 1 phonics screening, Year 2 SAT's test analysis, Year 3, 4, 5, NFER test analysis.

Inclusion / Educational Health Care Plan (EHCP)

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties within the context of targets as part of SEN pupil's learning plans.

Tracking

Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. An effective system should track pupil progress individually and is reviewed regularly with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress. At St Joseph's Primary School we use EYFS Evidence Me online profiling, and progress tracking, Insight

Tracker to track the children. This information is used by all members of staff to inform learning and teaching. The information is provided to parents to inform them about children's progress.

Target Setting

Statutory Targets

The governing body of our school is required to set and publish annual performance targets for the end of Key Stage Two in English and Mathematics. Analysis of assessment data from statutory assessments and other formal summative tests informs the setting of the targets.

Numerical Targets

At St Joseph's Primary School there is an expectation that pupils will make at least expected progress in all subjects between each Key Stage using the schools assessment system. If a pupil ends the year working at point 'age related expectations' (ARE), expected progress would mean that the pupil would end the following year at 'age related expectations' (ARE) . Should they end the year; 'working towards ARE' the pupil would not have made expected progress. Should the pupil end the year working at 'greater depth' the pupil would have made more than expected progress.

Curricular Targets

Curricular targets will be set, and informed by teacher assessment against the National Curriculum age related expected standards using the end of year expectations 'I can statements'. These are shared with staff, pupils and parents throughout the year and on the school website.

Where targets are not met?

Discussion with the SENDco will take place and if appropriate a learning plan will be written, or a EHCP.

Record Keeping

A variety of assessment evidence is collected to form the basis of assessment records which are in turn used for a range of purposes.

Each cohort has a planning and assessment cohort file. The files contain all data, targets and tracking records, held on each child.

All data is input onto the Insight tracking programme which can be accessed online at any time. Teachers are also able to analyse this data at any time. This is for all subjects in the curriculum.

Reporting

The reporting requirements at our school meet the guidance from the Assessment Arrangements booklets which are published annually.

Reporting to Parents and Carers

St Joseph's Primary School hold an open door policy to parents and carers allowing each child's progress to be discussed continually throughout the year.

During the Autumn and Spring Term a parents evening is in place for all parents and carers to attend where the child's attainment, progress and next steps can be discussed in detail. Parents are given guidance and support as to how they can help their child in their learning at home. At the end of the Autumn and Spring term parents are also sent a report with the assessment levels for each subject. During the July parents evening each parent receives a detailed end of year report detailing their child's progress and end of year attainment and can attend drop in sessions to discuss this.

Evaluation and Review

The assessment coordinator will ensure that all assessment aspects are monitored in this policy.

Related documentation:

- *Marking and Feedback Policy*
- *All other subject Policies*
- *Medium and short term planning*
- *Learning and Teaching Policy*
- *English Policy*
- *Mathematics Policy*
- *Special Educational Needs Policy*

Monitoring and Review

Work scrutiny by Head teacher, Deputy Head teacher, Assistant Head teacher/SENCO , Assessment Co-ordinator and subject leaders

Discussion involving children and through School Council

Lesson observations and learning walks

Assessing using teacher assessment

Data input and analysed using Insight Tracker supported by 2simple: Evidence Me in EYFS

Impact on summative assessment results

POLICY REVIEW TERM: BIENNIAL

Policy Reviewed: June 2024

Next Review: June 2026