



SS. Peter + Paul R.C. Primary School

Assessment Policy

**Together with the Spirit
we will create an oasis
where every child matters.**

February 2016

Changes to Practice 2015-2016

The Assessment policy has been amended in line with the National Curriculum 2014 and assessment without levels guidance for the academic year 2015-2016. During this period of transition we are working with current guidance and recommendations from the Local Authority.

C.Cooke

Assessment is viewed as essential to, and an integral part of effective teaching and learning.

Assessment at Ss Peter & Paul Primary School will be

- Positive
- Manageable
- Useful
- Consistent

Aims

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels and provide support and challenge.
- To indicate where a pupil is in their learning in order to plan for future teaching and ensure progression.
- Record a pupils overall attainment in order to give information to governors, parents and other secondary schools.

In order to fulfil these aims we will:

- Integrate assessment into our daily practice.
- Use a variety of assessment styles and techniques.
- Use assessment to track the progress of each pupil so we can plan for their development.
- Ensure consistency of assessment practice and judgements throughout the school.
- Keep evidence of our assessment judgements to meet the requirements of external scrutiny
- Analyse assessment outcomes to contribute to the process of school target setting.

Assessment- who is it for?

Teachers will know:

- Where the pupils are starting from?
- Are all the pupils making expected progress?
- Are they making enough progress against expectations?
- How are the pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need further support or extension?

The head teacher, assessment coordinator and subject leaders will know:

- Are the pupils making progress?
- Is the pupil's progress in line with the school's targets?
- How does the school compare with similar school?
- What are the areas of strength and weakness?

The parents will know:

- Is my child making good progress?
- What can I do to help?

The LEA/ Governors will know:

- How is the school progressing against their targets?
- What is the impact of the school improvement plan?
- What is the attainment, of children in the Early Years, Year 1 Phonics Screening, by the end of Key Stage 1 and Key Stage 2?
- How does the school compare with similar schools locally and nationally?

Assessment is to be used for the following purposes:

- **FORMATIVE**: To recognise children's achievement in order to provide information to assist with future planning and to provide information for others, i.e.; parents, teachers and a wider audience.
- **DIAGNOSTIC**: To identify specific achievements. This helps to determine what knowledge and skills are already possessed and to diagnose specific learning difficulties or strengths to enable appropriate teaching support strategies to be planned and implemented.
- **EVALUATIVE**: To assess aspects of the school's delivery and classroom methodologies with regard to the children, teachers and school. It indicates the success of the teaching schemes and methods, the resources being used and the benefits of inset and curriculum innovation.
- **SUMMATIVE**: To summarise an individual's overall progress and attainment indicating what is known, understood and can be done.

Monitoring and evaluation

The Head teacher and Assessment Co-ordinator will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, subject moderation, book scrutiny, sampling planning and analysis of data.

Recording:

Teachers should record pupils' progress and achievement throughout each Key Stage. Teacher assessment uses information from regular classroom activities. The context can be very important as a child can perhaps achieve something when in a group or under teacher direction.

Recording should:

- Be efficient, manageable, and regularly monitored.
- Provide a full picture of pupils' experiences and achievements
- Monitor the provision of current learning opportunities and assist in the planning of future learning.
- Help in the transfer of information between classes and schools.
- Improve the quality of the whole school curriculum.

Teachers records should;

- Record the minimum to show the maximum.
- Be based upon evidence.
- Be ongoing and accumulative.
- Be accessible, useful and easy to interpret.
- Identify progress and achievement when required.

Evidence of assessment

In reading, writing and mathematics the children in Key Stage 1 and 2 are individually assessed using the Consortium documents. Teachers highlight a set of statements that show what the child can do across a range of evidence. The percentage of statements highlighted can confirm the child's attainment.

<u>Working towards</u> Age Related expectations		<u>Working at</u> Age Related expectations		<u>Working at greater depth within</u> Age Related Expectations	
<u>Emerging</u>	<u>Developing</u>	<u>Securing</u>	<u>Mastery in Depth</u>		
0-60%	60% - 100%	100%	100% +		

The **Red** words will be reported to parents and the **Blue** words will be used internally to measure progress across the year.

The children in Year 1 and a group in Year 2 are assessed in the Phonics Screening test. In Years 2 and 6 the children also complete national statutory assessments. This year they will be working to achieve expectations outlined in the Interim documents.

Target Setting

From these assessments children are given clear targets in reading, writing and mathematics from the Consortium documents and these can be seen in books.

Evidence of assessment in the Early Years:

In Early Years the children complete a baseline assessment. Throughout the year the children are assessed against the Early Years Outcomes document. This helps to identify those who are achieving a good level of development and those who require additional support.

Ongoing assessment is an integral part of the learning and development process. Assessments are based on practitioners' observation of what children are doing in their day-to-day activities in all areas of learning. All adults who interact with the child contribute to the process and account is taken of information provided by parents. Observational assessments are recorded in each child's 'Learning Journey' and 'Next Steps are identified. The Learning Journey alongside evidence in books is used to support the termly collection of assessment data. Each term this data is submitted onto the I Track system. The EYFS profile summarises and describes pupil's attainment at the end of EYFS

It gives;

- the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors
- a short narrative describing the pupils 3 characteristics of effective learning.

PUPIL PROGRESS MEETINGS

Pupil Progress meetings take place on a termly basis and involve the Head, Assess Co. and the class teacher. During these meetings pupils are identified who require support, challenge or who are not making expected progress and appropriate interventions are planned for. After these meetings the Assessment Co. produces an overview highlighting those children who need support including outside agencies and specific groups of children who will receive targeted intervention. The Pupil Progress File has a clear picture of progress for each year group and contains the following assessment data for each class across the whole school:

Baseline data/ Previous End of Year Data
Termly Data
Group Data – SEND, Gender, Pupil Premium and EAL
Record of their achievements at each key stage i.e. Early Years GLD, Phonics Screening, Key Stage 1 and finally Key Stage 2.

MARKING

To ensure immediate and positive feedback to help inform assessment, marking will be carried out regularly and according to school policy.
(Refer to the Marking & Feedback Policy)

REPORTING

This is a natural progression from assessment and recording. As a school we have a statutory duty to report annually to parents. This report summarises the pupils' achievement and is accompanied by a narrative on each area of the curriculum. Reports are to be meaningful and written to be understood, without jargon, thus providing opportunity for parental participation and feedback. Reports are to provide information for the next stage of development and identify achievement. They are to be positive and help motivate the pupil.

The discussion with parents around children with SEND who are working below the age-related expectation should be carefully and sensitively worded. In the academic year 2015 – 2016 the Rochford Review offers Interim Pre Key Stage Standards using a set of positive 'I Can' statements. These should determine pupils who are working below age related expectations at the end of each Key Stage. This year the Rochford Review confirms that schools should use P scales for children who are SEN and not meeting required standards. This will be revisited at a later date.

A key element in the children's education is the positive parent / teacher relationship we foster. Parents are encouraged to make an appointment to discuss any concerns that they have about a child's progress during the school year, rather than waiting for an open evening. Good channels of communication and mutual support are essential in this partnership.

Additional Information

Resources

The I Track has been introduced as a tracking system for the whole school. Historic data is stored and can be accessed to produce reports based on Assessment with Levels prior to September 2015. From this point the Assessment without Levels system is in place and its assessment data is updated every term.

Training since September 2015:

- Consortium Writing Assessment Document - All staff
- Consortium Math Assessment Document – Assess/Math Co.
- Assessment Co. Network Meetings – Assess Co.
- Meetings with ITRACK Consultant – Head & Assess Co.
- Assessment Beyond Levels & Accountability – Head & Assess Co.
- Local Authority Moderation are planned for EY, Yr2, Y4 & Y6
- Catholic Cluster Moderation continues to take place for Y2 & Y6

Priority Area for development:

- To refine language around assessment so it is clear across the whole school, parents and children.
- To maintain accurate assessment within the context of Assessment Without Levels.

Guidance for the interim academic year 2015- 2016

- *Interim Teacher Assessment Frameworks for KS 1 & 2,*
- *The Rochford Review Dec 2015*
- *Pre Key Stage 1: Pupils working below test standard*
- *Pre Key Stage 2: Pupils working below test standard*
- *NECP Consortium Assessment Documents in Reading, Writing & Mathematics*
- *Final Report of the Commission of Assessment Without Levels*
- *Exemplification Materials for Key Stage 1 & 2*
- *Consortium Documents in Reading, Writing and Mathematics.*