

Ss Peter and Paul Catholic
Primary School



Assessment Policy

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

Introduction

Assessment is essential to, and an integral part of effective teaching and learning. Assessment at Ss Peter & Paul Catholic Primary School will be: positive, manageable, useful, and consistent.

Aims

Throughout their school life, we aim 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; to record a pupil's 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.

Stakeholders

Teachers will know:

- Where the pupils are starting from
- If all the pupils making expected progress
- If they making enough progress against expectations
- How the pupils are 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:

- If the pupils making progress
- If the pupil's progress is in line with the school's targets
- How the school compares with similar school

- What the areas of strength and weakness are

The parents will know:

- If their child is making good progress
- What they can do to help

The LEA/ Governors will know:

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

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 NfER testing and National Curriculum based assessment statements. Teachers assess against a set of statements that show what the child can do across a range of evidence on Fischer Family Trust. The tracking tool then generates an overall progress score which confirms the child's attainment. Teachers use the judgements B (working below the level – 0 on FFT), WTS (working towards – 1 on FFT), EXS (expected level – 2 on FFT) and GDS (greater depth standard – 3 on FFT) to show the level pupils are currently working at. These judgements are shared with parents and are regularly updated.

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.

Target Setting

From these assessments, children are given clear targets in reading, writing and mathematics, linked to our assessment statements, and these can be seen in books. Targets are tracked on FFT and regular pupil progress meetings ensure that teachers and Senior Leaders are aware of those who may need extra support to meet their targets.

Evidence of assessment in the Early Years

In Early Years, the children complete a baseline assessment. Throughout the year, the children are assessed through observation, professional dialogue and against the school's curriculum. The Early Years documents provided by DfE are used as a guide/check point practitioner towards and end point of age-related development.

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 implemented in a variety of ways to ensure EY staff have a good understanding of pupil progress. Evidence in books, is used to support the termly collection of assessment data alongside observations, professional dialogue and the use of Tapestry for new learning/WOW moments. Each term, data is collected and recorded onto tracking sheets to determine which children are on track and to highlight gaps which in turn informs planning. 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 and a short narrative describing the pupils 3 characteristics of effective learning. Staff use this alongside their own knowledge of EY development, the curriculum, framework and DfE Guidance to ensure good or better progress is attained from starting points.

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. Through 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. FFT 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. These should determine pupils who are working below age related expectations at the end of each Key Stage.

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.

Resources

FFT has been introduced as a tracking system for the whole school. From this point, the Assessment without Levels system is in place and assessment data is updated every term.

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Signed: A. Rutherford