



## Assessment Policy

Autumn 2020

# St Joseph's Catholic Primary School

## Assessment Policy

### Mission Statement

In following the Gospel values of Jesus, we are called to love, to learn and to respect one another.

### Rationale

Assessment lies at the heart of the learning process. In order to promote children's learning it is essential to have a consistent and coherent whole school structure for assessment, recording of assessment information and reporting to parents and other stakeholders.

### Purpose

To raise children's achievement by:

- Using assessment to inform future planning, teaching and learning
- Promoting good and consistent assessment practice throughout the school
- Celebrating success
- Providing information for children, parents, teachers and other stakeholders
- Supporting equality of opportunity for all pupils.

### Introduction

Our working definitions are:

The term assessment refers to any activity undertaken by teachers and children which provides data or evidence that can be used to improve the quality of teaching and learning.

Assessment takes two distinct forms:

Assessment of learning (summative assessment) describes activities which provide a snapshot of what has been learnt in terms of skills and knowledge. It provides a summary of achievement and attainment.

Assessment for learning (formative assessment), is the process of interpreting evidence of any kind to inform the next steps in teaching and learning. In essence, it is making use of assessment evidence/data to direct and enhance learning.

### Aims

We aim to:

- Measure children's level of attainment on entry to the Early Years Foundation Stage using the DfE Baseline Assessment as a starting point
- Use assessment evidence to set targets for individual children in English and maths throughout the school
- Analyse assessment evidence to identify children who have not reached Age Related Expectations (ARE) or those making slower than expected progress. These children along with those who have SEND and those entitled to Pupil Premium grant funding are discussed during termly Pupil Progress Review meetings with the Principal, SLT and class teachers
- Embed assessment for learning procedures to ensure that they become an essential part of teaching and learning

- Promote greater involvement in the learning process on the part of children through constructive marking and feedback (refer to each School's Marking and Feedback Policy) and in showing children the next steps in their learning
- Develop a culture in which it is understood that every child can improve
- Ensure that children are adequately prepared in order to undertake statutory assessments i.e. Phonics Screening Check, Multiplication Tables Check and end of Key Stage 2 assessments.

### **Roles and Responsibilities of Staff**

Principal and Vice/Assistant Principal:

- Use analysis to set annual performance management targets
- Use Ofsted's Information Data Summary Report (IDSR), Analyse School Performance (ASP) and Target Tracker data to set targets for all classes in discussion with class teachers
- Ongoing analysis of statements within Target Tracker program to monitor progress and attainment
- Share findings from Question Level Analysis (QLA) with SLT and Academy Committee representatives
- Analyse whole school progress and identify dips and trends, using the findings to set up interventions where appropriate.

Key Stage Coordinators:

- Support classroom teachers in collating information and assessment results throughout the year
- Support the Principal and Vice/Assistant Principal in producing the required analysis and targets for children.

Class Teachers (Key Stage 1 and 2):

- Report on a termly basis the current level of attainment in reading, writing and maths using the school's tracking system (Target Tracker)
- Ensure that ongoing assessment takes place across all foundation subjects
- Ensure that assessment is carried out through quality marking and feedback as outlined in the school's policy
- Ensure that assessment is carried out to help with target setting and ensure that children are aware of the next steps in their learning.

Class Teacher (EYFS):

- Administer baseline assessment upon entry
- Ongoing target setting
- Ongoing observations
- Continuously recording observations and progress using the EYFSP.

### **Monitoring**

- Monitoring of assessment procedures should be carried out by the Principal, Vice/Assistant Principal and Subject Coordinators
- Where results for a whole class are out-of-line with predictions, teaching and learning may need to be reviewed
- Where individual children's performance is at variance with predictions, class teachers will need to consider appropriate support.

## Tracking Pupil Progress and Attainment

- Children’s progress and attainment across Key Stages 1 and 2 are measured against the programmes of study for their year group. For a child who is working at ARE they would enter a year group at the ‘beginning’ stage (B) in the Autumn term, progress to the ‘working within’ stage (W) during the Spring term and finish the academic year at the ‘secure’ stage (S)
- Children working well-below their year group can be assessed using the previous year’s criteria e.g. a child at the start of Year 3 might not be classed as Y3B but still be working at Y2W. They will be shown in summary data as working below ARE.
- Rather than moving onto the next year group above which means exceeding the age related curriculum the DfE has stated that before moving on to new learning, children should be able to apply their learning in new and exciting contexts, deepening their learning. This greater depth of learning highlights how a child can apply the curriculum learnt in more complex and more in-depth, cross curricular and multi-modal methods. These pupils will be highlighted on the tracking system as B+, W+ or S+, showing that they are working above age related expectations
- A child who is judged as ‘Beginning’ in the Autumn term in their current year group will be regarded as being ‘on track’ to meet ARE at the end of the school year. Similarly a child who is judged as ‘Working Within’ at the end of the Spring term is ‘on track’ to meet age related expectations and to be ‘Secure’ in their understanding of the appropriate programmes of study for their year group by the end of the Summer term.
- As the programmes of study are year group specific, a child who finished the previous year group within the ‘Secure’ band will enter the new year group as ‘Beginning’ and will be taught the appropriate age related curriculum. Teachers will track each child’s progress by making judgements against each statement on the tracking system. Teachers will update these statements on an ongoing basis as units of work are completed. The statements are colour coded to highlight pupil progress with objectives throughout the year, as follows:
  - Red = Working Towards
  - Blue = Achieved
  - Gold = Greater Depth.
- If a child is working within year group expectations then they will be judged as ‘Beginning’ if they have achieved between 1% and 33% of the objectives for their age group. If they are assessed as having achieved between 34% and 66% of the objectives they will be judged to be ‘Working Within’ and finally designated as ‘Secure’ once they have attained 67% or more of the year’s objectives. For a child to be designated working at ‘Secure +’ then at least 30% of statements will need to be marked as Gold. A minimum of 84% of the statements must also be marked as secure for a child to be working in this band. This must include the Key Performance Indicators (KPIs) and where applicable the Teacher Assessment Framework (TAF) statements.

<b>% of Statements Achieved</b>					
<b>Beginning</b>		<b>Working Within</b>		<b>Secure</b>	<b>Secure +</b>
0-17%	18-33%	34-50%	51-66%	67-83%	84-100% 30% Gold
	<b>AUTUMN 2 On Track</b>		<b>SPRING 2 On Track</b>	<b>SUMMER 2 On Track</b>	<b>SUMMER 2 Above</b>

- ‘Steps’ will be uploaded onto the tracking system on a termly basis only (Beginning, Beginning +, Working Within, Working Within +, Secure and Secure+), however, the SLT will monitor the ‘Statements’ highlighted by teachers on a more regular basis (at least half termly).

- Termly data will be collated together from across every Primary MAC School using the bolt-on facility within Target Tracker (Multi Tracker) and then shared with the Board of Directors and individual Academy Committees.

### **Reporting**

- Parents' Evenings are held twice a year during the Autumn and Spring terms with a less formal Open Evening in the Summer term after final end of year reports have been published. These sessions are an opportunity for parents to discuss their child's progress with the relevant class teachers. Due to Coronavirus restrictions, the Autumn term meetings will not be undertaken face-to-face.
- Annual reports to parents are distributed to parents in the Summer term which include all relevant information relating to children's progress and any Statutory Test Results will be included with these reports.
- If a child leaves school during the academic year, information will be sent to the new school along and if required a meeting/discussion with other professionals will be arranged
- A transition programme takes place during the Summer term each year where colleagues and other professionals liaise with one another regarding children moving from one class to another or a different school.

### **Analysis of Results/Progress**

- As a school we use the Target Tracker online system. Teachers have unlimited access to their own class data and information can be collated and printed to support with Parents' Evening sessions, Pupil Progress Review meetings and Performance Management reviews.
- We use ASP, IDSR and Target Tracker to analyse our results and set targets which are included within the School's Development Plan and Self-evaluation Form (SEF).

### **Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of the EYFS, English, RE and Maths in the following ways:

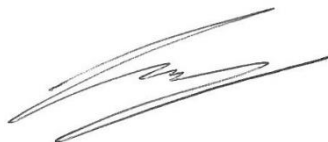
- With colleagues in school during phase and staff meetings
- With colleagues from the St Nicholas Owen Catholic Multi Academy Company (SNOMAC)
- By attending statutory moderation sessions with the Local Authority
- Within local clusters of schools i.e. Township Cluster, Catholic Cluster Group etc.

### **Policy Review**

- The policy will be reviews on an annual basis or whenever government legislation dictates.

Date: Autumn term 2020

Signed (Principal):



Signed (Chair of the Academy Committee):