ST. JOSEPH'S CATHOLIC SCHOOL

STOURBRIDGE

ASSESSMENT POLICY

September 2016

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 Early Excellence Baseline Assessment tool as a starting point. Progress is measured in Foundation Stage through observational assessments using the 'Tapestry' software which is an interactive learning journey tool that teachers and parents can respond and make comments to
- Use assessment evidence to set targets for individual children in reading, writing 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, Vice Principal and each class teacher

- 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 (see Marking Policy) and in showing children the next steps in their learning (success criteria)
- 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 and end of Key Stage 2 assessments.

Roles and Responsibilities of Staff

Principal and Vice Principal:
- Use analysis to set annual performance management targets
- Use LA, RAISEonline and FFT Aspire data to set targets for all classes in discussion with class teachers
- Analyse findings from RAISEonline and FFT Aspire are share with staff and academy committee members
- Analyse whole school progress and identify dips and trends. Use the findings to set up intervention where appropriate.

Key Stage Coordinators:
- To support classroom teachers in collating information and assessment results throughout the year
- To support the Principal and Vice Principal in producing the required analysis and targets for children.

Class Teachers (Key Stage 1 & 2):
- Report on a half termly basis the current level of attainment in reading, writing and maths using the school's tracking system (School Pupil Tracker Online – SPTO)
- Ensure that ongoing assessment takes place across the foundation subjects
- Ensure that assessment is carried out through quality marking and feedback as outlined in the school's policy and procedures
- 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 (Foundation Stage):
- Administer baseline assessment upon entry (EExBA)
- 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 Principal and the Key Stage 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

- Curriculum 2014 has brought about a change to the previous national levelling system/Average Point Score (APS) that was used by schools. Each school now has the autonomy to implement a tracking system that meets the needs of the pupils at the school. The school uses the School Pupil Tracker Online (SPTO) system which is a web-based program. This is used by all class teachers from Reception to Year 6.
- SPTO uses a tracking scheme similar to the old curriculum APS which examines progress and attainment numerically and as an average. The Tracking Point scale counts up through Nursery across the whole school at a rate of three tracking points per year. This counts up to expectations of Tracking Point 15 (the end of Year 2) and Tracking Point 27 (the end of Year 6). Every child is expected to make 3 Tracking Points per year.
- 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 age related expectation (ARE) they would enter a year group at the 'emerging' stage, progress through the 'developing' stage and end the year in the 'secure' stage. Each band/stage equates to one tracking point. The expectation is that children will make three tracking points during the year (this is outlined in the table below).

YEAR/ASSESSMENT	POINTS
R ELG E	7
R ELG D	8
R ELG S	**9**
Y1E	10
Y1D	11
Y1S	12
Y2E	13
Y2D	14
Y2S	**15**
Y3E	16
Y3D	17
Y3S	18
Y4E	19
Y4D	20
Y4S	21
Y5E	22
Y5D	23

Y5S	24
Y6E	25
Y6D	26
Y6S	**27**

E = Emerging, D = Developing and S = Secure

- Children working 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 Y3E but still be working at Y2D. 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 which is also termed' Mastery' highlights how a child can apply the curriculum learnt in more complex and more in-depth, cross curricular and multi-modal methods. A child with a better 'Depth of Learning' will score higher in the DfE's new 2016 tests than a child with a lower depth of learning, even if they know the same content. The 2016 test materials for Key Stage 1 and Key Stage 2 were significantly different from previous testing arrangements – in particular how the most able children will be 'stretched'. The DfE is expecting more able pupils to demonstrate their abilities and understanding by applying what they know in more complex and multi-layered questions. This depth of learning is measured on the SPTO system in four levels, from shallow (#1) to the deepest learner (#4).
- A child who is judged as 'emerging' 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 'developing' 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 'emerging' and will be taught the appropriate age related curriculum. Teachers will track each child's progress by making judgements against each learning objective. If a child is working at ARE they will be judged as 'emerging' if they have attained between 1% and 33% of the objectives for their age group. If they are assessed as having attained between 34% and 66% of the objectives they will be judged to be 'developing' progressing to 'secure' once they have attained 67% or more of the year's objectives.
- A child in Year 5 who finished Year 4 as 'Year 4 Secure' i.e. Y4S and attained 28% of the Year 5 objectives in the Autumn term is recorded at the end of the Autumn term as Y5E. This child continued to make steady progress and attained 61% of the objectives for the year by the end of the Spring term so was recorded at that point as Y5D. In the

Summer term he/she had attained 93% of the year's objectives so completed the year at Y5S ready to start Year 6 as Y6E (emerging)

- Typically each cohort of children is made up of pupils with varying abilities ranging from those registered as having special educational needs to very able or gifted children, therefore on entry to a year group the profile of the cohort across the year might look like this:

This example shows how some children have made better than expected progress as at the beginning of the year only 77% of the cohort were at ARE or better whereas at the end of the year 85% of pupils have met ARE or better.

	Autumn				Spring				Summer				
	Below ARE	E	D	S	Below ARE	E	D	S	Below ARE	E	D	S	
Writing	23%	70%	7%	0%	10%	12%	66%	12%	6%	3%	6%	85%	

Reporting
- Parents' evenings are held twice a year with a less formal open evening held towards the end of each academic year and are an opportunity for parents to discuss their child's progress with the relevant class teachers
- 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 and Optional Test results will be included with these reports. The school currently uses the format on the SPTO system
- If a child leaves school during the school year, information will be sent to the new school along with professional dialogue where appropriate.
- 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 SPTO tracking 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 RAISEonline, FFT Aspire and SPTO to analyse our results and set targets.
- Both RAISEonline and FFT Aspire data analysis systems are supported by the DfE, used by OfSTED and are referenced and are utilised for the purposes of setting targets within the School Development Plan (SDP) and for evaluation within the school's 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 (writing) and Maths in the following ways:

- With colleagues in school during Key Stage 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. Stourbridge Learning Partnership, Catholic Cluster Group etc.

Policy Review

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

Date: Autumn term 2016

Signed (Principal): Mr A Carry

Signed (Chair of the Academy Committee): Mrs S Price