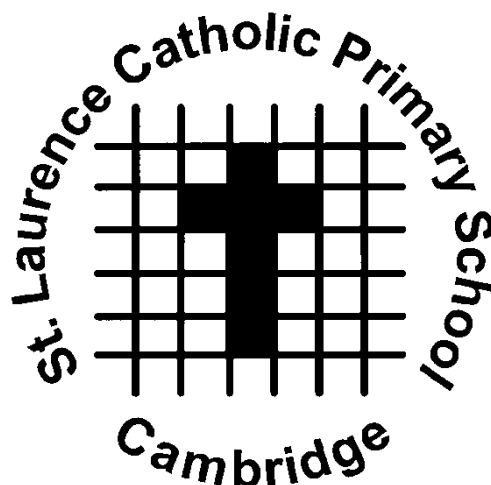


St Laurence Catholic Primary School



Assessment Policy

*Through God's Grace a community growing in
love and understanding*

Vision

At St Laurence we believe that assessment should be a continuous process, indicating a child's strengths and areas for development. Assessment should therefore be an integral part of everyday teaching and learning. Both staff and children should see assessment as a means to improve standards of achievement and promote their development as learners. It should also be used as a tool for raising standards in teaching and learning and communicating to pupils information about their progress and attainment.

Aims

The aims of this policy are to:

- Provide an agreed whole school strategy towards assessment of achievement and progress
- Clarify procedures and ensure their consistency of practice around the school

Assessment

Class teachers, Inclusion Manager , Deputy Heads, Assessment Leader and the Headteacher have overall responsibility for this policy. All teachers are expected to assess, record and report the achievements and progress of the children in their class. They will also:

- Assess children's work on a continuous, daily basis and use the results to inform planning
- Help children take their learning forward by ensuring high quality marking of work (in line with the school's Feedback & Marking Policy).
- Record and share assessments using agreed school systems to ensuring continuity and progression and allow for their effective monitoring
- Share key assessment outcomes with children and parents throughout the year and explain the significance of them

Strategies

Assessment strategies fall into two categories:

1) Formative Assessment

This is assessment that takes place every day within and outside classrooms and by all adults working with learners. It is the process of discussing, observing and feeding back to a learner at any point during the learning process.

Assessment for Learning (AfL) included using evidence and feedback to identify where learners are in their learning, what they need to do next to improve and how best to achieve this. In practice, this means obtaining clear evidence about how to support individual attainment; developing understanding between teachers and learners on what they need to

improve, and agreement on the next steps needed to promote sound learning and progress.

2) Summative Assessment

This is the formal testing or teacher analysis of what has been learned, in order to produce summary marks or grades, and which may be used to help inform teacher assessment records and reports. Summative assessments are recorded on Target Tracker on a half-termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. During the school year this includes

- Statutory End of Key Stage Tests (Year 2 and 6)
- Year 1 standardised national phonics test
- Half-termly assessment made against National curriculum statements in Reading, Writing and Maths (see below for more detail)
- NFER Tests (Years 3, 4 and 5)
- Puma (Progress in Understanding Mathematics Assessment) and PIRA (Progress in Reading Assessment) tests (Years 1 and 2)
- PM Benchmarking Reading
- Termly Writing and RE assessment in progress books
- End of Unit Assessment
- Transfer of Records (KS1 to KS2 to KS3 / next teacher)

Tracking Progress and Attainment

From Reception onwards information is kept on the Target Tracker Programme, covering the EYFS and National Curriculum statements.

Key Stage One and Two

The National Curriculum, introduced in September 2014, has set out clear expectations for what children should achieve by the end of each key stage and, for English and Maths, has provided guidance as to when this content should be covered. The statutory statements published in the National Curriculum show the end of year expectations.

The expected end-of-year outcomes have been adapted to help support teachers in making their assessment judgments over each academic year; age-related 'Bands' (1-6). Each Band comprises formative statements that are shared with pupils and parents to help define and guide next steps in learning. Target Tracker software is used in school to allow analysis of pupil achievement and progress.

Each year Band is broken down into six steps: beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s) and secure plus (s+).

The three broader sections can be generally considered as :

Beginning – pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.

Working Within – pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.

Secure – confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

At appropriate intervals and at least half termly, teachers assess children's current attainment by selecting the step that best reflects where each pupil is working.

Lower achieving pupils may be working at a band outside of their current year, and can be recorded as such.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate curriculum year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

The school accepts that some statements in each Band carry more weight or importance than others. These are highlighted to staff as Key Performance Indicators (KPIs). It is expected that a pupil must achieve the majority of KPIs in a Band before they can be considered for progression into the next age-related Band.

EYFS

Children in EYFS are tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' summative observation is made in respect of the curriculum, so teachers know what all children need to learn next and can plan accordingly.

Children's development is tracked through all areas of the curriculum (including reading, writing and maths) through careful observation of what they can do, how they interact with others and how they explain what they know as well as by what they write down and record.

A Learning Journey is kept of their development. Teachers and support staff also use Tapestry (an online learning journal programme) daily to make observations of all the children in their learning.

At the end of the Reception year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is working at the age related expectation, is emerging into this or exceeding above. Most importantly, it shows how much progress has been made from the start of the year,

and so teachers in Year 1 are ready to teach them their next steps within the National Curriculum.

Moderation

Periodically, teachers undertake moderation and standardisation to ensure that judgements are in line with each other and/or with higher or lower year groups. From time to time the Senior Leadership Team (SLT) and subject leaders will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year. Meetings may also be held each academic year with other local Primary schools where the focus is on moderation within subjects or year groups. Moderation may also be expected by external authorities in order to validate teachers' assessments.

Target Tracker contains a bank of examples of work in reading, writing and maths that have been annotated and have commentary attached to demonstrate the National Curriculum expectations that are being met. These are designed to help teachers judge where a child is working against National Curriculum expectations.

SEN

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. Progress for all children identified as needing support that is 'additional to or different from' the provision that is made for all children through quality first classroom teaching will be monitored regularly against their support plan targets. Both formative and summative assessments will be carried out rigorously and accurately to ensure the child's needs are being met.

Equal Opportunities and Inclusion

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereotyped or biased expectations. There must be equality for those learning English as a second language and for pupils from all different learning backgrounds. Analysis of assessments will also include gender differences and this will be monitored in order to inform teaching and learning.

Recording and Reporting

- Assessments, records and reports are to be given to School Assessment Leader, Inclusion Manager, SLT and Headteacher at given times throughout the school year (as outlined in the assessment timetable)
- Parents are invited to attend meetings with class teachers, once during the Autumn term and once during the Spring term. Comments in respects of progress and attainment and individual pupil targets are written by teachers, shared with attending parents or sent home to parents who are not present at these meetings.

- Full written reports, which contain details of achievements, progress and future targets are sent to parents at the end of the academic year. Parents also have the opportunity to meet and discuss their child's report with their classteacher.

Monitoring and Evaluation

The governing body, in partnership with the Headteacher and Assessment Leader, determines the school policy for assessment. The Headteacher and Assessment Leader are responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. Class teachers are responsible for carrying out the agreed procedures for assessment, all according to the assessment timetable that will be adjusted and updated each academic year.

This policy was ratified by the Learning & Achievement Committee on 29.11.16

Next review due: 30.11.2019