

St John's Catholic Primary School

Assessment Planning Recording & Reporting Policy

'I have come that you may have life and have it to the full'

(John 10:10)

At St. John's we consider assessment to be an integral part of teaching. It is an ongoing process, in which decisions are continuously being made about current achievements and future learning needs.

AIMS:

The key aims and purposes of assessment are to:

- To inform future planning by establishing what pupils already know, so that it can be built on.
- Provide information on the strengths, progress and achievements of individuals or cohorts to pupils, teachers and parents.
- Identify difficulties and areas for future development, to support progression in learning.
- Obtain more detailed diagnostic information where necessary.
- Provide an indication to the school staff, pupils, parents and wider community of the standards that have been achieved; to celebrate achievements, set targets and raise expectations for the future.
- Motivate pupils by involving them in self assessment and target setting.

STATUTORY REQUIREMENTS

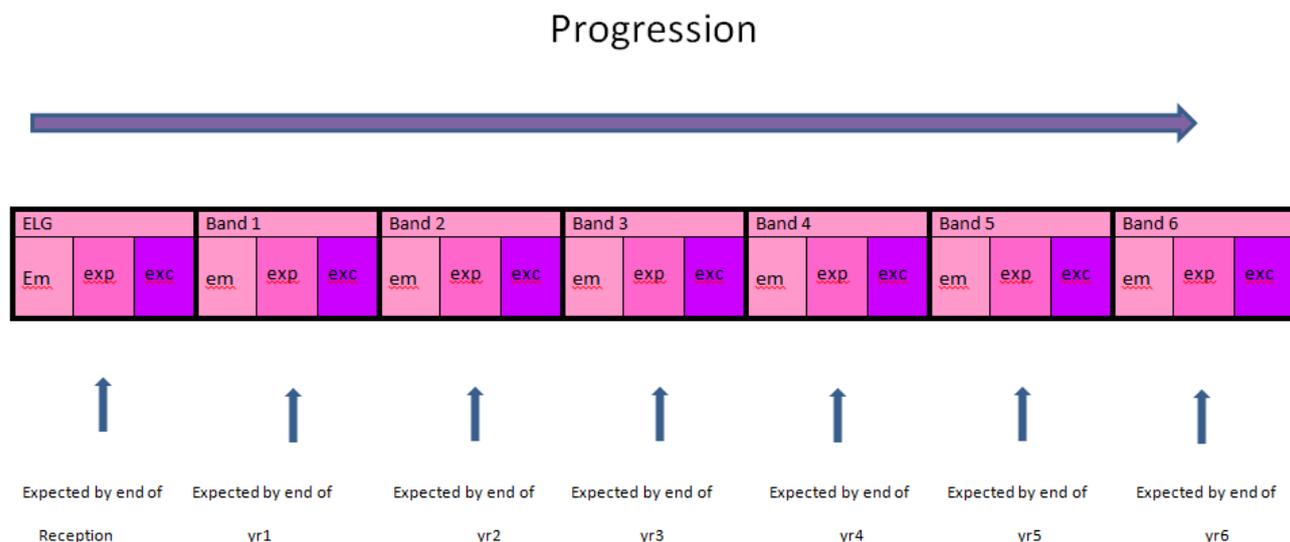
There is a need to:

- Keep an individual record for each child, updated at least once per year.
- Provide parents with an annual report based on the New National or Early Years Curriculum with attainment measured against the 'expected' standards
- Complete the transfer of end of Key Stage information.
- Report end of key stage results to all parents of children in Y2 and Y6 accompanied by their end of year reports. Whole school SATS results are also posted on the school website.

METHODS OF ASSESSMENT

In St John's, we adopted 'Assessing without Levels' in July 2015, to match the needs of the New National Curriculum.

Children are assessed and tracked against 'expected' standards for each year group, which we call 'Bands'



There are two main purposes of assessment:

Assessment **of** learning (summative assessment)

Assessment **for** learning (formative assessment)

At St. John's, we believe that assessment should be useful and have a positive effect on learning and teaching. We use a range of methods to seek to ensure a balance between the more informal, ongoing teacher assessment and more formal testing. All methods are intended to inform future planning by allowing the teacher to identify ways forward in each subject.

Our formative assessment incorporates:

- Monitoring of progress linked to targets and highlighted on pupil's 'Pathways.'
- Identification of the main learning objectives and "success criteria" for each lesson which are revisited and evaluated in the plenary.
- A range of closed and open questioning throughout the lesson.
- Discussions between teacher and child, teaching assistant and child or child with peers.
- Day to day marking of work.
- Pupil self and peer assessment.
- Monitoring of samples of work by subject leaders and SLT.
- Informal testing e.g. spellings and tables.

The more formal summative assessments will include:

- Completion of Early Years Foundation Stage Profile.
- SATS at the end of Key Stages 1 and 2.
- Teacher testing at the end of each unit of work in numeracy, literacy to update 'Pathways'.
- Summative Teacher Judgements bench marked against Kent Tracking Statements for yr1-6, recorded six times a year.
- GL assessments- standardised age tests- for years 1-5 in June.
- Reading and spelling age tests.
- All pupil progress meetings (Milestone Meetings) will be held after the 6 Assessment checkpoints and formally recorded.

RECORDING

We believe that records kept should be useful to teachers, and should assist in identifying achievements, tracking pupil progress and supporting future development. The records we keep include:

- Pupil folders which keep a full record of the child's school life, including copies of annual reports, EYFS outcomes and KS1 and 2 SATS.
- Teachers mark own books and planning folders containing ongoing assessments and identification of pupils exceeding or not reaching objectives.
- Guided reading group records.
- SEN records/documentation and pupil passports where necessary.
- Subject portfolios containing samples of levelling and annotated pieces of work to show whole school progression in Literacy, Numeracy and RE.
- Booster/intervention records kept in year groups
- Pupil Pathways held individually by each child to record their progress against the 'expected standard' for their year group in English and Maths.
- Our school tracking system will convert from Sims to Pupil Asset to track pupil progress without levels..

REPORTING.

As a school we are of course held accountable for the progress made by our pupils. We abide by the legal requirement to report the results of statutory assessments, and to provide parents with an annual written report concerning their individual child. However we believe that it is both important and constructive to keep parents and carers up to date with the progress being made by their children throughout the school year, and consequently we have developed a number of ways in which to ensure that they are kept informed.

All Nursery children have a contact book which allows for easy communication between parents and teachers.

Parents are able to speak to teachers on an informal basis whenever necessary by either approaching them at the end of the school day or by making an appointment for a meeting.

Formal Parent Consultations to discuss children's progress are held twice per year. Parents can see their children's books at these meetings. Years 1-6 share a child's progress against the 'expected' year group standard and provide parents with an up to date copy of a child's Pathway. EYFS share Unique Stories three times per year. Parents of children with IEPs receive copies of these at parent consultations and discuss with the class teacher. The SENCO is available for parents for the duration of parent consultations and can make arrangements to speak to the SENCO at any time during the year.

Each teacher updates the year group website page weekly to inform parents of the topic that are being covered and give suggestions as to how they can help their children at home.

The annual written report is given to parents at the end of each year and includes targets for the pupil's future development. For years 2 and 6, it will include results for Key Stage 1 and 2 SATS and for years 3, 4 and 5: a statement of the child's attainment against the new National standard. Parents of children in the Reception classes will be informed of the outcomes of the EYFSP. The transition grid is used from Nursery and Reception.

TARGET SETTING AND TRACKING

At St. John's we seek to ensure that all children achieve to the best of their ability and potential. We constantly strive to raise standards across the curriculum by setting targets for improvement in key areas.

Targets for the end of Key Stage 1 and 2 are set annually for literacy and numeracy and are based on Family Fischer Trust as well as our SEF.

Progress against the expected standard is regularly reviewed through the updating of Pupil Pathways for English and Numeracy. Children and the class teacher will be able to identify examples of work which demonstrate progression towards or achievement.

Children's attainment against the National standard is assessed and will be updated on Pupil Asset. Conversion to Kent step scores ensures that progress can be tracked. Children are expected to make '6 steps' per year and to make rapid progress if they are identified as 'falling behind'.

Teachers will identify, report and plan for relevant children that may need additional support. This will be recorded daily on planning for inclusion in class focus groups, weekly for inclusion in Rapid intervention and termly at Milestone meetings.

Work from individual children's books is assessed by staff and moderation is carried out across the LEA and Deanery and LAB.

Books are also scrutinised by the subject leaders, Year leaders and SLT.

SPECIAL EDUCATIONAL NEEDS

At St. John's we endeavour to ensure that all children are able to access the curriculum at their own level. It is the responsibility of the class teacher to identify needs and to differentiate as appropriate. Children on the SEN register will be assessed according to need and will have a Pupil Passport with individual targets. The SENCO will track progress of all SEN children.

GIFTED AND TALENTED

It is expected that the top 5-10% of each cohort are identified as being gifted and talented. This will mean that they would be working well above the expected standard for their year group in literacy and maths, or that they show a talent for a sport or creative subject. It is the responsibility of the class teacher to differentiate lessons and homework as appropriate in order to ensure that these children are suitably challenged. Children will be given opportunities for enrichment and this should be organised by the class teacher and subject leaders. Progress of these identified children will be tracked by the Inclusion Manager.

EQUAL OPPORTUNITIES

At St John's we believe that all children have the right to be given the opportunity to succeed to their full potential, and for those achievements to be celebrated. We endeavour to enable all children to access the curriculum irrespective of gender, race, religious belief, ability or disability. We believe that the pupils in our care are gifts from God and as such it is our special duty to equip them with tools for life. We strive to educate all children in accordance with our mission statement.

It is the role of the year Leaders (and the RSL in year 6) to undertake leadership of assessment in their respective year groups. They should:

- Ensure that year team staff have access to assessment materials and how to assess and track progress against the 'expected' standard.
- Monitor assessment throughout the year group and keep copies of formal procedures and data
- Monitor and be aware of the outcomes of gap analysis of any testing e.g. GL and key stage 1 and 2 SATs.
- Liaise with staff and subject leaders on assessment outcomes, being aware of any trends which occur within subjects and across their year groups.
- Liaise with their year team in regard to the setting of individual and group targets for the children in their classes
- Be involved in the tracking procedures for each class in their year team.

The named Assessment leader:

- Ensures that the assessment system meets requirements
- Meets with the Head teacher and School Improvement Partner to discuss achievement
- Directs the year leaders on the collection and use of data

- Analyses data and leads milestone meetings with the head teacher to challenge underachievement in any year group
- is responsible for analysing and presenting the data from 'Raise' and other data sent from the LA/KCSP Partnership.
- Attends any assessment INSET.
- Assists in the ordering of test papers from external agencies.
- Reviews and update the assessment, recording and reporting policy.

The person responsible for this Policy is Caroline Barron

Date of review : August 2015

Date of next review: July 2016