

	<b>Name of Policy</b>	<b>Assessment Policy</b>
	<b>Name of School</b>	<b>St. Joseph's Catholic Primary</b>
	<b>Policy review Date</b>	<b>October 2019</b>
	<b>Date of next Review</b>	<b>October 2021</b>
	<b>Who reviewed this policy?</b>	<b>Curriculum Committee</b>

This policy is written in line with our school mission statement:

*“St Joseph’s is a joyful community follows the example of Jesus, helping, accepting and respecting everyone, as we learn and grow together, safe in His Love.”*

Assessment at St Joseph’s is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at St Joseph’s is:

- Positive
- Manageable
- Useful and used
- Consistent

### Aims

- To gather information about the performance of individuals, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers of what pupils’ next steps should be.
- To ensure that assessment and recording is an integral part of the school’s performance management system.
- To provide information to inform the school’s strategic planning.
- To track individual pupils’ progress.

### Guidelines

The types of assessment that occur are:

- **Formative** - the information gained "forms" or affects the next learning experience.
- **Diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly understood and therefore preventing pupils making the expected progress.
- **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievements.
- **Summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment in this school is characterised by meaningful and useful information about the pupils’ achievement and progress transferring with the pupils as they move from:

- Reception (Foundation Stage Profile) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3

**Assessment in this school is enhanced by:**

- Pupils’ involvement in self and peer assessment.
- Parents’ involvement.

## **Assessment information will be used**

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review pupils' personal targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the Governing Body of the school's standards and improvement through the Head Teacher's report to the Governing Body (this will include an analysis of comparative data). To maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who need to see them.

## **Monitoring and evaluation**

The Assessment Leader and Head Teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, book and planning scrutinies, lesson observations and learning walks. This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school improvement plan.

## **Benefits of Assessment**

### **Teachers will learn:**

- Where the pupils are starting from.
- How the class has progressed towards their objectives.
- Whether all the pupils are making expected progress, including those disadvantaged pupils, pupils with special educational needs and those classed as being more able.
- Whether pupils are making sufficient progress against national expectations.
- Whether children are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more help and in which areas.
- Which pupils require further challenge.

### **The Head Teacher, Inclusion Manager, subject leaders and other teachers will know:**

- Whether the pupils are making progress.
- If there are any pupils causing concern.
- Whether the pupils' progress is in line with the children's targets.
- Whether the pupils' progress is in line with the school's targets.
- Whether the pupils' attainment is age related.
- How the school compares against national expectations.
- How the school compares with other similar schools.
- How the school compares with other schools in the borough.
- Which aspects of the curriculum and teaching need to be strengthened.

### **The parents/carers will know:**

- Whether their child is making expected progress.
- How their child is achieving in terms of age-related expectations.
- What they can do to help them at home.

### **The Governors, Local Authority and Government will know:**

- How the school is progressing against its targets.
- What impact the school improvement plan is having.
- What the attainment is, in terms of National Curriculum levels, average points and teacher assessment at the end of Key Stage 1 and Key Stage 2.
- How the school compares with other similar schools.
- How the school compares against national expectations.

## **Recording**

The school has agreed to maintain:

### **Short-term recording**

- This will be done by completing lesson evaluation and monitoring forms and annotating plans where necessary.
- Pupil target sheets will be regularly completed by both teachers, pupils and teaching assistants and higher-level teaching assistants where appropriate. Teachers will also maintain their own personal records of children's progress using mark books, etc.

The notes will:

- Help planning at short and medium-term levels;
- Be useful when talking to other members of staff, the school Inclusion Manager, or in identifying particular problems for individual pupils;
- Inform teaching approach;
- Inform the choice of resources.

### **The school will make effective use of verbal assessment.**

Teachers will:

- Use the traffic light system as a way of allowing children to assess how well they think they are working towards each learning objective. This should take place three times, once when the new objective is introduced, before the children begin their work and again at the end of the lesson. Children should record this in their books.
- Use questions to check understanding at the beginning of lessons and make links to previous learning, e.g. "Tell your partner three things that you can remember from our last lesson about....."
- Make explicit to pupils the objective/s of the lesson.
- Make children aware of the success criteria, and involve them where possible in its creation, to enable them to achieve the learning objective.
- Ask children to peer and self-assess using the success criteria when applicable.
- Use a range of closed and open questions to assess depth of understanding.
- Provide opportunities for pupils to explain their thinking to each other in pairs, talk partners, groups or as a class using appropriate technical vocabulary.
- Use the plenary or mini-plenaries (if necessary) to check understanding and reinforce learning.
- Mark/respond to pupils' work (see marking policy).
- Conference with pupils during 'Fix-it Time' so that they know what it is they need to improve on and provide daily opportunities for pupils to read and respond to feedback supplied in marking, using their 'purple polishing pens'.

### **Medium-term recording:**

Assessments will be made half-termly. Recorded assessments will inform:

- Any discussion with parents and carers;
- Target setting for improvement with individuals or groups of pupils.
- Class teachers will use assessments made to produce written commentaries on how their children are achieving, looking at specific groups of children as well as individuals.

### **English:**

- Target sheets for English will be completed on a daily basis.
- A whole school piece of writing will be assessed half-termly.
- Children's reading will also be assessed half-termly.
- Children's spelling, punctuation and grammar knowledge will be assessed half termly, although spelling/dictation tests will take place weekly.
- Ongoing assessments of children's spoken language skills will be made.

## Maths:

- Target sheets for Maths will be completed on a daily basis.
- Children's progress will be assessed half-terminly.
- Tests, where appropriate, will be used to support teacher assessment, including times tables, mental maths and arithmetic tests.

## Science:

- Target sheets for will be completed regularly.
- Children's progress will be assessed half-terminly.
- Tests, where appropriate, will be used to support teacher assessment.

## Religious Education

- Assessments will be undertaken at the end of each 'Come and See' topic. These assessments will help inform an end of year judgement.
- Longer written assessments will also take place.

## Long-term recording:

### SIMS:

- The school uses SIMS, the Havering program for storing and evaluating data and assessments.
- Assessment results are inputted into SIMS half-terminly by class teachers, and monitored by the school Assessment Leader.
- The school follows the language used in Symphony/SIMS to discuss the progress of pupils during Pupil Progress Meetings, and in conversations with parents (please see the table below for examples).

1E	Beginning the Year 1 curriculum	3E	Beginning the Year 3 curriculum	5E	Beginning the Year 5 curriculum
1E+	Continued learning in the Year 1 curriculum	3E+	Continued learning in the Year 3 curriculum	5E+	Continued learning in the Year 5 curriculum
1D	Working confidently within the Year 1 curriculum	3D	Working confidently within the Year 3 curriculum	5D	Working confidently within the Year 5 curriculum
1D+	Continued expected progress within the Year 1 curriculum	3D+	Continued expected progress within the Year 3 curriculum	5D+	Continued expected progress within the Year 5 curriculum
1S	A secure grasp of most of the Year 1 curriculum	3S	A secure grasp of most of the Year 3 curriculum	5S	A secure grasp of most of the Year 5 curriculum
1S+	A full understanding of the Year 1 curriculum; broadening and deepening their knowledge	3S+	A full understanding of the Year 3 curriculum; broadening and deepening their knowledge	5S+	A full understanding of the Year 5 curriculum; broadening and deepening their knowledge
2E	Beginning the Year 2 curriculum	4E	Beginning the Year 4 curriculum	6E	Beginning the Year 6 curriculum
2E+	Continued learning in the Year 2 curriculum	4E+	Continued learning in the Year 4 curriculum	6E+	Continued learning in the Year 6 curriculum
2D	Working confidently within the Year 2 curriculum	4D	Working confidently within the Year 4 curriculum	6D	Working confidently within the Year 6 curriculum
2D+	Continued expected progress within the Year 2 curriculum	4D+	Continued expected progress within the Year 4 curriculum	6D+	Continued expected progress within the Year 6 curriculum
2S	A secure grasp of most of the Year 2 curriculum	4S	A secure grasp of most of the Year 4 curriculum	6S	A secure grasp of most of the Year 6 curriculum
2S+	A full understanding of the Year 2 curriculum; broadening and deepening their knowledge	4S+	A full understanding of the Year 4 curriculum; broadening and deepening their knowledge	6S+	A full understanding of the Year 6 curriculum; broadening and deepening their knowledge

Other recorded assessments may be found in:

- The Foundation Stage Profile
- Statutory assessments at the end of Key Stage 1 and Key Stage 2 and the Year One Phonics Screening test.

Termly reports to parents will identify clearly gains in skills, knowledge and understanding, along with providing information on the next steps in their children's learning.

### **Special Education Needs**

The school Inclusion Manager will arrange any necessary external assessments.

**Intervention strategies** will be monitored post-assessment to ensure that those in need are being targeted. The effectiveness of these intervention strategies will also be evaluated.

### **Equality**

At Joseph's Catholic Primary School, we are committed to promoting equality of opportunity and to preventing all unlawful discrimination whether against individuals or groups on grounds of age, race, gender, physical or learning disability. Equality is simply not a minority issue. It is important to everyone.

### **Associated Policies**

This Policy should be read in conjunction with the school's Marking and Feedback Policy.

### **Safeguarding**

The school takes its responsibilities for safeguarding children extremely seriously. All staff will ensure at all times that the safety and well being of children is the first consideration. Staff will consider the health and safety aspects of any activities offered to children and check the suitability of any visitors engaged to work with the children.

Policy ratified: Autumn 2019