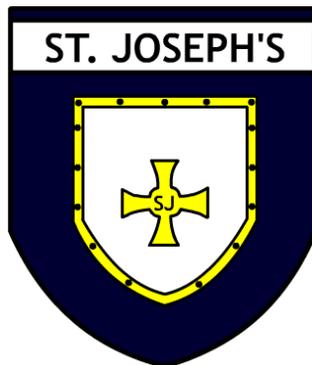


# St Joseph's Catholic Primary School

## Assessment POLICY



'We are all God's children  
and will try to live, love, work and  
serve as Jesus taught us.'

*Approved by the staff and Governing Body: 31<sup>st</sup> January 2017  
Next Review Date: Spring 2020*

## St Joseph's Catholic Primary School

### Assessment Policy

'We are all God's children and will try to live, love, work and serve as Jesus taught us.'

Since September 2015 the school has been following the new National Curriculum in all year groups. The Department for Education has now removed Level Descriptors from the new National Curriculum and required schools to come up with a suitable method of monitoring pupils' learning progress and achievement and reporting this to parents and to OFSTED.

This assessment policy has been written in response to these changes. It will be reviewed annually to continue to reflect the national picture and needs of the pupils in our school.

#### **At St Joseph's we aim**

##### **for our pupils ....**

- to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth;
- to help all pupils develop lively and enquiring minds;
- to help all pupils set high personal standards of achievement

##### **for our families ....**

- to develop and strengthen links between school, parents, governors and parish communities;
- to involve parents in an effective partnership with the school and their children's education.
- to establish positive links with parents through effective communication and support;
- to provide parents with the best professional advice possible.

##### **Through this policy we aim to;**

- Make clear our vision of the role of assessment as part of teaching and learning in St Joseph's Catholic Primary School
- Provide clear guidelines for the implementation of the policy
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

#### **Rationale**

*Assessment is a continuous process which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as;*

*"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there"*

Assessment for Learning: Assessment Reform Group 2002

**At St Joseph's Catholic Primary School** our principles of effective assessment are that all assessment should:

- Offer all children the opportunity to show what they know, understand and can do to progress in their learning
- Be underpinned with the confidence that every child can make progress
- Involve both teaching staff and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising their 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan work that accurately reflects the needs of individual pupils

- Relate to shared learning objectives
- Include reliable judgements about how learners are performing, related where appropriate, to national standards
- Provides the school with information to evaluate work and set suitable targets as whole school, class and individual pupil levels
- Enable all stakeholders to monitor pupil's attainment and progress, including those from disadvantaged groups including those that receive pupil premium funding.
- To provide information for parents that enables them to actively support their child's learning and progress
- Keep the leadership team and Governors fully informed allowing them to make judgements about the effectiveness of the school and ensure continuity within the school and compared to National standards

### **Important Definitions and Glossary**

**Attainment:** a judgement at a point in time of how a pupil is performing in relation to ARE (Age Related Expectations)

**Progress:** a measure of how the pupils' attainment judgment is improving over a specified period of time

ARE = Age related expectation

SEN = Special Educational Need

### **Types of Assessment**

**Formative** – often referred to as Assessment for Learning (AfL) see Appendix 1

On-going assessment carried out by teachers both formally and informally during a unit of work. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AFL takes place on a daily basis and is integral to teaching and learning including feedback and marking and peer and self-assessment.

**Summative** – often referred to as Assessment of Learning see Appendix 1

Termly or half termly based assessments that reflect the work that has been covered previously. They provide a broader view of progress for the teacher and learner using national standards and expectations

**Diagnostic** - If a teacher is concerned about a pupil, or if a pupil is not making expected progress, further assessment and tests may be required. These will assess in more detail specific aspects of the pupil's learning. This allows the class teacher, in conjunction with the SENCo and other professionals, to develop a greater understanding of that pupil and their needs. From this the teacher may adapt their quality first teaching and extra provision may be put in place for a set time.

**Transitional** - This is the formal recognition of achievement

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATS
- End of Year reports

### **Subjects**

**Core** – English, Maths, RE, and Science

Assessed against National Curriculum age related expectations and Diocesan levels for RE. Assessed across the year.

**Non-core** – Geography, History, Music, Art, DT, Computing, and PE – assessed against Age Related expectations from National Curriculum annually.

### **Roles & Responsibilities**

**Teachers and Teaching assistants** are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an on-going dialogue with pupils about their learning progress. Work is to be marked regularly in line with marking and feedback expectations. Teachers are responsible for ensuring

other supporting adults are aware of and working in line with this policy. The outcomes of summative assessments should be recorded and shared with the leadership team.

***The Assessment Leader is responsible for ensuring that:***

- summative assessment tasks are carried out and that the resultant data is collated centrally.
- all staff are familiar with current Assessment policy and practice.
- teachers, subject leaders and SLT members monitor work and assessment in accordance with this policy
- subject leaders are leading assessment in their subjects
- staff receive CPD according to need for effective assessment in accordance with school practice
- there is consistency within the school and nationally
- attendance and delivery of assessment CPD appropriate to need
- analysis of data is carried out to monitor pupils' progress including the progress of disadvantaged groups
- they are working with the SLT to inform SIP and SSE
- they are working with Governors to keep them informed

***The Head teacher supported by the Assessment leader is responsible for:***

- monitoring standards in core and foundation subjects.
- analysing pupil progress and attainment, including individual pupils and specific pupil groups
- identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- prioritising key actions to address underachievement of individuals and groups
- reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- holding teachers to account for the progress individual pupils make towards their end of year targets at mid-year and end-of-year pupil progress meetings

***Subject Leaders are responsible for:***

- ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Leader, where appropriate
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum (2014)

***Governors are responsible for:***

Ensuring the SLT is implementing the assessment policy and practices and is actively involved in the outcomes of data analysis throughout the academic year. Through the curriculum committee they will be supported to challenge and seek clarification of outcomes, practices and any recommended changes. They will expect evaluation of pupil progress data to be integrated into both teacher and head teacher appraisal.

**Target Setting**

Pupils will have next steps as immediate learning targets which will arise from marking and feedback to individualise pupils' learning pathways through the National Curriculum.

Support areas to focus on will be shared with parents at parents' evenings and in response to any identified needs throughout the year. Pupils with SEN support plans will have specific targets set and reviewed in accordance with the SEND policy and in conjunction with the SENCO. These will be shared with parents at regular times across the academic year.

**Partnership with Pupils**

Pupils should be involved in their own assessment allowing them to see how they are doing and what they need to do to improve. We involve pupils by:

- Marking against the learning objective / success criteria and giving a next step for improvement when required

- Responding to another pupil's work with positive comments and a next step wish
- Working in pairs to peer assess each other's work
- Working in a group in which the teacher gives verbal feedback to pupils against the learning objective
- Pupil coaching (1:1 teacher and pupil as advised by Sutton Trust)

### **Partnership with Parents**

- Parents are invited to 2 parents evenings, one in October and one in March along with review morning in July
- Parents receive guidance on how to support their child's learning at home during parents evening as well as via published guidance sent on parent mail or posted on website
- If a lack of progress is noted during a progress meeting the parents are informed as soon as possible of this and any measures being put in place to accelerate progress
- Parents' permission is requested before any diagnostic test is carried out
- Parents receive a report at the end the academic year informing them of their child's attainment with respect to Age Related Expectations for RE, English and maths.
- Parents of pupils in Yrs2 and 6 have meetings in the spring term to inform them of the statutory testing arrangements and how best to support their child.
- Parents are welcome to make an appointment with their class teacher during the year should any progress queries arise.

### **Marking and Feedback for effective AFL (see Appendix 3 Feedback and Marking Code)**

We believe in the importance of a shared whole school approach to marking and feedback.

#### ***Core Purpose – the reasons we mark are***

- To inform planning
- To inform Head teacher and leadership
- To acknowledge and provide praise

#### ***The 3 aspects for pupils***

Verbal and / or written feedback to pupils is so that they:

- Understand what they have done well
- Are clear about how to improve
- Make visible signs of improvement as a result of feedback

#### ***Methods***

We recognise that a combination of the following list of good practice will be used on a regular basis by each teacher, and so feedback will be given;

- as a means of directing children, as well as a means of assessment
- with reference to a National Curriculum objective or expectation preferably printed for clarity
- highlighting objectives in pink to show success and green where improvements are identified along with support for this- primarily in English and maths
- in relation to any SEN support plan targets (formerly known as IEPs)
- recognising the importance of self and peer assessment
- wherever possible, through discussion with the child and recorded as V (verbal feedback).
- with teacher's writing clearly legible alongside the child's work and marked in an ink colour relevant to the context
- allowing time to be given for children to read, reflect and respond to feedback with improvement time built into the weekly timetable
- recognising that we mark with consideration of the immediate whole-child needs

#### **To ensure consistency we have agreed that:**

- Where verbal feedback has been given for recorded work, the work should indicate this (V) and in KS2 the child will write a key word to summarise as an acknowledgement
- Stamps of V, independent work, adult assisted work etc. may be used in accordance with the marking codes

- Work will be marked using pink and green highlighters – pink to indicate positive aspects against learning objective / expectation and green for areas that need improvement
- In KS2 the purple pen of progress will be used by pupils to make corrections and with self-assessment. KS1 may begin using purple pencil when the teachers think appropriate.
- Peer marking may take the form of 'Two Stars and a Wish' slips
- Children must be given planned improvement time to respond to marking and make improvements – use of purple pen of progress (pencil in Yr1)
- In KS2, children will sign off any teacher comments once they have read and acted upon them
- For both verbal and written feedback the 3 core purposes for pupils (shown above) must be evident
- Marking will be in line with the agreed marking codes – KS1 and the further developed code for KS2
- Marking for children with SEN or intervention needs will also indicate the level of support given (stampers will be provided)
- Where work has been marked by an adult other than the regular class teacher or teaching assistant this shall be initialled.

### **Marking by adults other than the teacher, or staff member, planning and delivering the work.**

We recognise the importance and invaluable input of other adults who support learning in the class. Teaching assistants completing marking that does not involve an evaluative judgment is supportive for the teacher and a means of providing instant feedback to the pupil. The setting of next steps in learning as an immediate target needs to be completed by the teacher to ensure planning is in place for development.

### **Monitoring, Moderation and Evaluation**

Members of the SLT and the Assessment Leader will take overall responsibility for monitoring the implementation of the Assessment Policy in the school. Policy and practice will be evaluated and reviewed regularly with staff. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

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

- With members of the leadership team at progress meetings
- With colleagues in school during key stage and staff meetings
- With colleagues from the local and Catholic learning communities
- By attending optional and statutory LA sessions
- Moderation visits from LA moderators

### **Pupil Progress and Intervention Meetings**

Half termly meetings between class teachers and either the SENCo and Head Teacher or Head Teacher and Assessment leader are held to consider each pupil's individual progress and attainment against National Curriculum expectations. Data templates are completed to summarise cohort details and review cohort progress throughout the year. Where pupils are not reaching expectations their individual needs will be discussed and steps put in place with the aim of addressing the gaps. If a pupil remains a concern or is making slow progress they are carefully monitored and considered for diagnostic testing to provide a clear assessment of the pupil's needs. Emotional, social and academic progress is discussed so that a holistic approach is taken. The final meeting of the year for years R, 1,2,3,4 and 5 include the next class teacher to enhance transition.

### **Links to other policies**

- SEND
- Learning and Teaching
- Homework

### Summative Assessment

**What is it?**  
*This is 'snapshot' testing which establishes what a child CAN do at a given time.*

Strategy	Purpose
<p><b>Statutory Assessments:</b>                      Pupils are statutorily assessed at the end of <b>Key Stage One</b> and <b>Key Stage Two</b> following DFE instruction.                      Pupils in <b>Reception</b> are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (<a href="http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a>) At the end of the Foundation Stage a summative assessment is made in each of the 17 strands. Pupils are formally assessed in Phonics in the summer term of <b>Year 1</b> and reassessed in the summer term of <b>Year 2</b> should they not meet the standard in Year 1</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance. It also forms part of transition data.</p>
<p><b>National Non-Statutory Tests:</b> a range of Commercially Produced Tests (e.g. Testbase): purchased by schools, to be voluntarily administered. These will be used to support over-all teacher assessment on attainment including evidence in books.</p>	<p>To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We are currently using tests to support judgements for Reading, SPAG and Mathematics at the end of Y3, 4 and 5. Writing is teacher assessed against the Interim Standards or Year Groups Learning Objectives.</p>
<p><b>Baseline Assessments:</b>                      Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (<a href="http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a>)</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected age related judgments.                      They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p><b>In-Year Teacher Assessments:</b>                      Teacher assessments using NC objectives and expectations / standards in Reading, Writing EGPS and Mathematics are made the penultimate week of every half term – these can be informed by tests                      Teacher assessments using Diocesan level descriptors are used termly for RE</p>	<p>These make the end of year and / or Key Stage judgements easier and to monitor progress during the year ensuring early intervention is possible for identifiable gaps.</p>
<p><b>End-of-Year Teacher Assessments:</b>                      Teacher assessments are made for pupils in all year groups at the end of EYFS, Y1, 2,3,4,5 and 6. NC objectives and expectations are used to</p>	<p>To provide information to parents and to the next year's teaching team.                      To contribute towards transition data for those exiting Key Stages or leaving the school</p>

inform teacher assessments in Reading, Writing, EGPS and Mathematics. NC objectives and expectations are used to inform teacher assessments in Science, and ICT. On-going levelled assessment data is used to provide overall attainment level for RE	
<b>Class Tests:</b> Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To review and improve pupils' skills, establishing what they have remembered or learnt so far.
<b>End-of-Key-Stage Teacher Assessment:</b> In Years 2 and 6 teachers make a judgment based on ARE for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the National Curriculum Performance Indicators to make their professional judgements.	To provide information to parents and next phases of education. This is for both internal and external transition.

**Formative Assessment / Assessment for Learning  
Strategy and Purpose**

**What is it?**  
*Day-to-day, on-going assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.*

<b>Planning:</b> Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<b>Sharing learning objectives with pupils:</b> Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
<b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged, in oral or written form, to evaluate their own and peers' achievements against learning objectives, and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<b>Feedback:</b> Must reflect the learning objectives of the task to be useful and provide an on-going record; can be verbal or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
<b>Next steps as short term targets:</b> Next steps and improvement indicators are given for individuals, over time, for on-going aspects – e.g. next steps in writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
<b>Celebrating Achievement:</b> Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not 'formative' assessment could be shown to raise levels of attainment.

The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.'

In practice this translates to:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self- and peer evaluation
- effective feedback
- raising children's self-esteem.

## **Appendix 2**

### **Attainment and Progress Judgements**

As of Spring 2106 the following will apply but be reviewed annually in the light of National developments.

Attainment judgements will be classified as:

Working significantly below ARE	Working below ARE	Working towards ARE	Working at ARE (age related expectation)	Working at Greater depth
			100 ss (scaled score)	

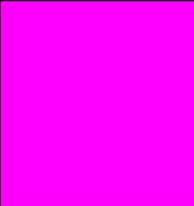
It is envisaged that ARE, for any year group, will be a scaled score of 100 – this will be clarified following the 2015 statutory tests.

Progress Judgments will be made in terms of:

Less than expected progress	Expected progress	Greater than expected progress
The pupil's scaled score decreases	ARE is maintained Scaled score of 100 maintained as pupil progresses up through the school	The pupil's scaled score increases.

Expected progress is built into the curriculum so a pupil maintaining their starting scaled score is making expected progress.

**Appendix 3**  
**Feedback and Marking Codes and Symbols**

I	Independent work	S	Supported work (unless evident, please indicate what)
TA	Teacher assistant support - note 1:1 or group	V	Verbal feedback
☺	Excellent work	✓✓	Excellent work
	Tickled pink - objective achieved or evidence of it		Green for growth - corrections required or indication of development or improvement
initialled	Supply teacher, cover supervisor initials to indicate work marked by someone other than usual teacher or TA		

**Self and Peer Assessment / Progress and Development**

		
Purple pen / pencil of progress	Own assessment	Two stars and a wish

**Other marking symbols and abbreviations**

<b>P</b>	<i>Punctuation</i>	<b>C</b>	<i>Corrections - in maths</i>
<b>G</b>	<i>Grammar</i>	<b>CL</b>	<i>Capital Letter</i>
<b>Sp</b>	<i>Spelling - correct rewriting required</i>	<b>FS</b>	<i>Full Stop</i>
<b>//</b>	<i>New paragraph</i>		