

St. Winefride's Catholic Primary School



Christ at the centre

Assessment Policy

Mission Statement

*To provide excellence in all aspects of school life,
embedded in the values and beliefs of the Catholic faith.*

Vision Statement

*To be an outstanding school where every member reaches
their true potential and knows the joy of a
personal relationship with Jesus Christ.*

Date of issue	Review date	Date ratified by Governing Body
July 2007	February 2012 February 2014	

	Print name	Signature	Date
Head Teacher	Mrs M Cairns		
On behalf of Governing Body			

ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

Assessment Policy

Rationale

We believe that each child is given gifts and talents by God and is called to be the best they can be. This policy is to ensure that direction and guidance is provided for the staff so that they can effectively use Assessment procedures to help pupils reach their potential. This policy should be used in conjunction with our Marking and Feedback policy as our rationale lies firmly within the practice of Assessment for Learning.

Assessment for learning

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper. However, we believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainments and learning needs and influence teachers' future plans.

By assessing pupils accurately and consistently and recording key information we:

- build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- identify each pupil's strengths and the priority areas for their future learning;
- identify an appropriate curriculum for each pupil;
- identify "next steps" for each pupil and express these as clear learning objectives;
- identify the progress made in individual lessons or series of lessons;
- evaluate the progress that each pupil is making over time;
- evaluate and improve the teaching strategies used with each pupil;
- support pupils, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement.

Aims

- ensure that all teachers know what is expected of them as regards assessing pupils;
- help teachers make well-founded judgements about pupils' attainments and progress;
- track the attainments and progress of individual pupils and pupil groups over time;
- provide parents with accurate information about their child's attainments and progress;
- monitor practice in assessment and the use made of assessment information;
- collate information that enables the S.L.T. and Governing Body to evaluate practice across the school;
- use assessment information when planning training and the deployment of resources;
- compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

The assessment cycle

- day-to-day
- periodic
- transitional

Day to day assessment is based on learning objectives (including IEP goals and targets) and teaching strategies, which the teacher has identified for a specific lesson or series of lessons. During lessons the classroom team (involving pupils as appropriate) identify the progress being made. The teacher uses this information to judge how far the learning objectives have been met and whether the strategies used were effective. Day to day assessment informs planning for the next lesson in the series; for instance, it may show that a pupil is ready for a more challenging objective or suggest that the learning support assistant should give more (or fewer) verbal cues.

Periodic assessment involves a broader view of progress, typically at the end of a term, half term or a series of lessons. The outcomes of these assessments form the basis of termly records recorded by teachers on SIMs Assessment Manager. Teachers then use them to identify the shape of the curriculum and the learning objectives for the next term or series of lessons. Termly progress reports indicate to parents how far their child has moved towards their Target. Phase Leaders analyse the standards and progress of pupils in their phase and each produce a written report which is shared by the full leadership team. Senior leaders evaluate progress and standards in relation to whole school targets and the SDP.

Transitional assessment recognises and records a pupil's achievement at a time of transition, usually the end of a school year and/or Key Stage. At St Winefride's, transitional assessment looks at Foundation stage profiles, Key Stage 1 Teacher assessments, Key Stage 2 SATs as well as internal measures of progress for R.E. and Science and non –core subjects studied as Topics. These assessments are formally reported to parents on the End of Year Report and, together with the records of periodic assessments, enable the next teacher to plan an appropriate curriculum for the for the following year. This information then feeds into our whole school Self Evaluation Framework and guides our decisions for the next School development Plan.

Assessment techniques

St Winefride's pupils have a wide range of abilities and learning styles and our approaches to assessment reflects this. Techniques that we use include:

- observational assessment, where a member of staff who knows a pupil well observes his or her response to learning activities and unstructured situations;
- dynamic assessment, which looks at the pupil's responses in the context of learning a task;
- questioning, which enables the teacher to make a judgement about pupils' degree of understanding;
- criterion-referenced assessment, which measures a pupil's attainment against a list of skills or pieces of knowledge;
- formal assessment, where the pupil is asked to complete tests or set tasks which indicate his or her knowledge or approach to learning;
- marking and review of written work;
- reviewing other evidence, such as photos, collected over a period of time;
- functional assessment of behaviour;
- mind maps, before and after topics;
- tests set by the class teacher;
- multidisciplinary discussion, e.g. to review a behaviour support plan or IEP, or follow up the outcomes of National Curriculum assessments.

Involving pupils

We involve pupils in recognising and assessing their progress in ways that reflect their level of understanding. This varies from sharing in the celebration of achievement at the end of a lesson to identifying what they have achieved in a lesson and finally to discussing and reviewing learning objectives. Some pupils are able to understand their IEP goals and targets and the objectives set for each lesson.

Classroom staff will help them to understand the progress they are making and what they need to do next to continue learning. Pupils are able to recognise when they have done well during a lesson, from the outcome and given honest feedback (e.g. 'You achieved the objective or you met your target' rather than 'good boy').

Planning for assessment

In their termly plans, teachers identify the priority areas for assessment, the specific learning objectives against which progress will be assessed and the means by which these objectives will be assessed taking into account Targets set.

Teachers plan assessment in such a way as to take account of each pupil's level of spoken or written English. They check that the resources and approaches used will not disadvantage individuals, for example; when assessing R.E. relying on writing skills which are not relevant to what is being assessed.

Assessment for Learning: Guidance for Teachers

This guidance aims to set out clearly the teacher's role in co-ordinating, planning and carrying out assessment for learning. It includes examples of good practice that are intended to illustrate the principles outlined in a practical way. These examples are by no means exhaustive.

When it is effective, assessment for learning:

- helps the classroom team to understand what skills, knowledge and abilities their pupils have already established;
- helps the classroom team to understand how their pupils learn;
- enables the classroom team to identify the 'next step' for each pupil;
- helps pupils to make progress, to celebrate what they have achieved and to be motivated to learn more;
- ensures that members of the classroom team share their observations of pupils' progress;
- encourages the classroom team to work together to help pupils learn and to recognise the progress that is being made.

(Ref. DCSF *Assessment for Learning Strategy*)

Termly plans

At the beginning of each academic year teachers use the plans and records passed on by the previous teacher(s) to review where their pupils are in relation to the curriculum documents applicable to their class.

They set out the ground that teachers expect to cover and the learning objectives (differentiated as

appropriate for individuals) that they aim to meet.

Identifying clear learning objectives is an essential precursor to successful teaching, learning and assessment.

Teachers also plan to work on the goals and targets from pupils' IEPs and note those that are particularly relevant for each lesson.

In Termly Plans, teachers identify the key objectives and other aspects of learning that they will assess during the term. They note how progress will be assessed, both in terms of timing and the tools and strategies to be used. Teachers new to the school are supported in their planning by a more experienced colleague as part of the Induction Programme.

Weekly plans

The weekly plan serves as an aide memoire for the teacher and the other members of the team. Teachers may use a format which best suits their own needs **but MUST INCLUDE** the agreed elements of good planning.

When writing weekly plans, teachers select (from their termly plans) the activities and key learning objectives relating to each subject or lesson. There will be at least one learning objective of relevance for each pupil in each lesson. Weekly plans for a subject may identify different activities each week or may remain broadly the same across a series of lessons with minor changes reflecting pupils' responses.

Assessment in lessons will focus on key objectives; it is important that those objectives are clear, that the means of assessment is planned in advance, and that implementation is practicable.

Assessment within lessons

The following features contribute to effective assessment for learning and most will be evident in all lessons.

- The teacher identifies clear learning objectives from the termly and weekly plans and shares them with the classroom team and with pupils as far as is possible. These objectives may relate to new learning, consolidation of previous learning or generalisation of knowledge, skills or understanding.
- The learning objectives are sufficiently specific that it is possible to identify evidence of learning within the lesson.
- The teacher provides opportunities to consolidate previous learning and to assess what has been retained from previous lessons.
- Pupils are made aware of their achievements, either by the intrinsic outcomes within each task or by specific and positive feedback from members of the classroom team.
- All members of the classroom team know what is expected of them in terms of assessment and feedback.
- All members of the classroom team are aware of pupils' IEPs and refer to them as appropriate.
- All members of the classroom team are able to identify significant responses or achievements, even if they are not set out as lesson objectives.
- Members of staff supporting pupils gradually reduce their support to enable pupils to complete all or part of a task independently and to enable staff to assess the pupils' learning.
- Teachers use different types of questioning during lessons to check whether pupils have recalled basic facts and are developing understanding of the concepts involved (e.g. 'What do four 10p coins make?' versus 'How did you get the right money?')
- **The structure of the lesson includes sufficient time for reflection, assessment and feedback by staff and pupils as appropriate.**
- All members of the team are able to recognise and share achievement over time.
- The structure of the lesson includes sufficient time for a plenary session where staff, and pupils where possible, share what each pupil has **achieved** (not done) during the lesson.
- All members of the classroom team can identify the implications of assessment for future lessons.
- The teacher uses a system for recording the outcomes of assessment (either then and there, or later in the day).

Examples of good practice

- A teacher has laminated brightly coloured cards on which are printed the current targets. At the beginning of each lesson she displays the key target and at the end of the lesson she uses this to focus feedback from classroom

staff.

- A teacher draws attention to the 'pupil friendly IEP' at the start of a lesson and reminds the pupil of one of their targets.
- A Teaching Assistant recognises that, for the first time, a pupil has used punctuation correctly and independently and shares this with the teacher at the end of the lesson.
- A Teaching Assistant helps a pupil to complete a set of number problems. As the session reaches its end she gradually withdraws support and notes how far the pupil can complete the task independently.
- A team working with pupils at the Foundation Stage uses post-it notes to jot down observations during each lesson. At the end of the lesson the team sticks the notes onto the weekly plan.
- A Teaching Assistant notices that a pupil has drawn letters in the paint during a creative activities lesson and makes sure that the teacher has this information to add to her notes on the pupil's progress in Communication, Language and Literacy.
- At the end of a lesson the teacher plays music quietly to signal the end of the lesson and takes a few moments to ask each member of the classroom staff and some of the pupils for their feedback.
- A Teacher is assessing pupil's questioning in a class discussion. She has designed a 'tick list' to complete which shows individual responses. A Teaching Assistant completes the record during the session.

Involving pupils

Self assessment is a challenging skill that depends on the ability to understand what is expected during a lesson and to reflect on what has been achieved. For many pupils, interaction with adults within the task is the most important aspect of feedback; others can be supported to review lessons and understand what they have achieved.

The following ideas highlight ways to involve pupils in recognising their achievements:

- teachers design activities in such a way that pupils receive an intrinsic reward for completing some or all of the steps within a task;
- classroom staff celebrate success at the end of each lesson in such a way that the pupils are helped to develop awareness of a positive atmosphere;
- classroom staff give immediate feedback to pupils within an activity, commenting on each step of a task if appropriate;
- classroom staff give feedback to pupils at the end of lessons;
- pupils are helped to identify when they have completed a task;
- pupils are helped to recall what they have done during a lesson;
- pupils are helped to review learning by looking at photographs, videos or previous pieces or work;
- classroom displays highlight what pupils are learning and celebrate examples of good work;
- pupils are helped to identify a concrete outcome to a task (e.g. to say whether they have completed a written recount or scored a goal in football);
- pupils are helped to identify whether they have met a more abstract objective (e.g. whether they have coloured neatly or read a sentence correctly);
- pupils are helped to identify what they have learnt during a lesson;
- pupils are helped to use appropriate language to talk about their learning (e.g. 'I am getting better at ...', 'I can ...', 'I need help to ...', 'I don't understand ...');
- pupils are helped to understand what they could do better;
- pupils' work is marked in their presence and teachers explain what they have done well and how they could improve their work next time;

- pupils are helped to give feedback not on what their peers have done but on what a pupil has achieved.

Lesson evaluations

Teachers use the outcomes of assessment when planning the next lesson or series of lessons. For example, if a pupil has confidently read the words identified, the teacher will introduce new words in the next lesson; if the pupil needed help to sound out the words, then it may be appropriate to include more work on phonics in the next lesson. The next weekly plan shows the changes which have been made in the light of assessment.

Assessment at St Winefride's Catholic Primary School

Yearly Cycle	Assessment Cycle	Reports to Parents	Monitoring
	<u>Day to Day</u>		Phase Leaders Senior Leaders as part of Observations and Planning scrutiny
Autumn 1	Teachers set targets for individual pupils	Yearly Targets	Phase Leaders written report to Senior Leaders and shared by full Leadership team
Autumn 2	Teachers update progress data on Sims	Progress Report	Phase Leaders written report on Standards and Progress to full Leadership team. Headteachers Summary Report
Spring 1	Pupil progress dialogue between Teacher and Phase Leader		Phase Leader verbal report on progress to full Leadership team
Spring 2	Teachers update progress data on Sims	Progress Report	Phase Leaders written report on Standards and Progress to full Leadership team. Headteachers Summary Report
Summer 1	Pupil progress dialogue between Teacher and Phase Leader		Phase Leader verbal report on progress to full Leadership team
Summer 2	Transitional	End of Year Report	Phase Leaders written report on Standards and Progress to full Leadership team. Headteachers End of Year Summary Report. Review of S.D.P. + Targets