

# Assessment Policy





## **St Teresa's Catholic Primary School** **Assessment Policy**

### **Rationale**

This policy has been written to reflect the current DfE Teachers' Standards, Teachers' Pay and Conditions document and the OFSTED Inspection Schedule for schools. This Policy should also be read in conjunction with all subject policies, the Teaching and Learning Policy, the Marking Policy and the Early Years Policy. This policy will be amended in Summer 2016 in line with the outcomes of the DfE report from the Commission on Assessment without Levels.

### **Beliefs and Values**

In line with our school vision, we at St Teresa's Catholic Primary School, aspire to provide an outstanding education for all our learners. All pupils will grow and learn together as children of God, and will be suitably challenged and guided, so that they realise their full potential and become confident, independent young people.

### **Introduction**

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making at least expected progress. It provides a framework for setting objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with the children. Our assessments of pupils' progress celebrate success, accelerate progress and reduce underachievement. At St Teresa's, assessment is a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson. All staff are regularly trained in our approach to assessment. We have a senior leader who is responsible for assessment.

### **The Principles of Assessment**

Our assessment policy has taken on board the recommendations of the expert panel set up following the Primary Assessment and Accountability Consultation. Our assessment system at St Teresa's has been designed to:

#### **Give reliable information to parents about how their child, and their child's school, is performing**

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

#### **Help drive improvement for pupils and teachers**

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

### **Make sure the school is keeping up with external best practice and innovation**

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

### **Aims and Objectives**

- To gather information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels
- To inform parents of their children's progress, attainment and targets
- To provide information for planning, teaching and curriculum development, DSEN monitoring, interventions and individual learning programmes (RAPs and Pupil Passports)
- To ensure that efficient assessment and recording are key parts of the performance management policy, in line with the Teachers Standards
- To ensure that assessment is used to inform curriculum provision
- To ensure that staff, parents/carers and governors are fully informed about the schools strategic planning for improvement
- To allow pupils to show what they know, understand and can do in their learning, as well as helping them to understand what they need to do next to achieve their targeted levels

### **Our Method of Assessment**

- Assessment serves many purposes, but the main purpose of assessment at St Teresa's is to help teachers, parents and pupils plan their next steps in learning.
- We use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.
- We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and the Stoke Reads, Stoke Writes, Stoke Counts and Assertive Mentoring documents. These are available on our website.
- Assessment criteria for periodic assessment are arranged into pathways and steps, setting out what children are expected to have mastered by the end of each term and each year.
- The achievement of each pupil is assessed 5 times per academic year against the assessment criteria for Reading, Writing and Mathematics (summative assessment). In academic year 2015-2016 the assessment points are:  
AP1- Wednesday 21<sup>st</sup> October  
AP2 - Wednesday 16<sup>th</sup> December  
AP3 - Wednesday 10<sup>th</sup> February  
AP4 - Wednesday 23<sup>rd</sup> March  
AP5 – Wednesday 29<sup>th</sup> June
- At each assessment point, every pupil is assessed as working at step 1, step 2 or step 3 of the relevant pathway and tracked accordingly. Teachers enter the assessment data for every child in their class onto the DCPro tracking system.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for their year group, they will be assessed against the criteria in that subject for the next year group. For those pupils exceeding the expected standards, we provide additional challenge.
- Where a pupil is assessed as not yet reaching the expected standards for their age, they will be assessed against the criteria for a previous pathway. Targeted support, interventions

and personalised learning opportunities are provided for these children in order to accelerate their progress.

- The Stoke Reads, Stoke Writes and Stoke Counts assessment tools are highlighted at each assessment point to show the assessment criteria that a child has securely met. Each criterion is dated and cross-referenced to the body of evidence. This evidence could include: guided learning records, observations, Assertive Mentoring tests, children's books, annotated planning, photographs, video clips and standardised tests. Individual assessment tools are used for Writing and group assessment tools are used for Reading and Mathematics. Each term, the assessment criteria are highlighted using a different colour so that progress can be clearly seen:  
Autumn Term – Orange  
Spring Term – Yellow  
Summer Term – Green
- Summative assessment of phonics is made at the end of each half term for all children working at phase 5 or below. The phonics phase that each child is working at is entered into DCPro. Phonics interventions are provided for children who are working below age-related expectations.
- In June age-standardised tests are completed by every child in English and Maths. These are: Progress in English, New Group Reading Test, Single Word Spelling Test and Progress in Maths. The outcomes of these tests are entered into the DCPro tracking system and analysed by SLT.
- Statutory assessment tests and tasks are completed during the summer term In Year 1, Year 2 and Year 6 in accordance with the statutory requirements.

### **Standardisation/Moderation**

The process of moderation is an essential part of any assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for making judgements about work in the following ways:

- With colleagues in school during team meetings and staff meetings
- With colleagues from other schools within the MAC
- With colleagues from other local schools
- By attending LA and national sessions to ensure our judgements are in line with local and national expectations
- The school is subject to external moderation at any time

School portfolios of moderated work are kept by subject leaders.

### **Reporting to Parents**

Reports promote and provide:

- Good home / school relationships
- Information to parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents once a year at the end of the Summer Term. Teachers award a grade for Effort, Progress and Attainment. The report also contains subject specific comments, a general learning comment and targets. For children in Reception, Year 1 Year 2 and Year 6, additional information, including the results from national assessments, will also be provided.

Parents are invited to attend formal consultations (Parents' Evenings) during the Autumn and Spring Terms. Should the need arise, parents are welcome to discuss the progress of their child with the class teacher or Head Teacher at other times.

## **Targets**

Pupils have personalised targets for Reading, Writing and Mathematics. These targets are reviewed half-termly. The pupils have full ownership of their targets. Targets are shared with parents at Parents' Evenings, included in reports and displayed in Homework Books. Targets are also displayed at the front of children's English and Maths Books and in the classroom if necessary.

## **Our use of assessment**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes. They use this data to plan for learning.
- Teachers use the outcomes of assessments to ensure that every pupil meets or exceeds expectations. Pupil Progress meetings are held 5 times per year between teachers and team leaders.
- SLT analyse the data across the school to ensure that all pupils, especially those identified as vulnerable or at particular risk, are making appropriate progress and that all pupils are suitably challenged.
- The information from assessment is communicated to parents on a termly basis through a structured conversation and/or report. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.
- Governors have access to anonymised assessment data to support and challenge the school's progress.

## **Assessment for Learning**

Assessment for Learning is pivotal and underpins our approach to Teaching and Learning. Staff use Learning Objectives, Success Criteria, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps. To ensure that children have ownership of their next steps, differentiated success criteria are used in Writing and Mathematics, which the pupils use to self-assess and peer-assess against. Assessment opportunities are identified in planning. Marking is in line with the Marking Policy and will identify successes and areas for improvements. 'Fix it' is used to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps. Teachers use Bloom's Taxonomy to effectively question and deepen understanding of pupils in their classroom. In addition, teachers use other means by which to assess pupils, for example: partner or group work, talking partners, traffic lights, targeted questioning, mini-whiteboards or observations.

## **Pupil Progress Meetings**

Pupil Progress Meetings are held 5 times during each academic year and a Pupil Progress Meeting Proforma is completed. The discussions at these meetings are considered when allocating human resources (TAs), deciding on intervention programmes and establishing progress towards achieving Performance Management objectives.

## **Roles and Responsibilities**

The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the SLT, overseen by the Governing Body:

1. Governors are responsible for holding the school to account in terms of achievement, attainment and progress.
2. SLT are responsible for: moderating assessments regularly, providing data analysis reports to staff and governors and holding teaching staff to account for pupil progress.
3. Class teachers are responsible for: regularly assessing pupils and providing feedback, adapting planning in response to assessments and providing assessment information for school leaders, pupils and parents.
4. Teaching assistants are responsible for providing feedback on the progress and attainment of pupils.
5. Parents and carers are responsible for supporting their children at home to positively impact on progress.
6. Pupils are responsible for completing all learning tasks to the best of their ability in order to make good progress.

**Policy agreed by governors: November 2015**

**Policy to be reviewed: September 2016**