



Assessment Policy

Adopted by Governors March 2016

This policy reflects the shared aims of the staff and governors at St Joseph's Catholic Primary School, Hednesford and applies to all children in our care. This policy should be seen as a product of regularly review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school review schedule and School Improvement Plan. It should be read in conjunction with other school policies including the teaching and learning policy, SEN information report, positive behaviour policy and public sector equality policy.

SEND/Dyslexia

The Governing Body believes that all children regardless of ability and behaviour, are valued equally at our school. SEND children are part of our whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout our curriculum.

As highlighted in our SEN information report children with special educational needs are offered full access to a broad, balance and relevant education. Teachers provide learning opportunities that are matched to the needs of all children, including those with learning difficulties. Work may take into account the targets set for individual children in their pupil passports and may also provide other opportunities for children who are gifted and talented.

Aims:

At St Joseph's Catholic Primary School, we believe that assessment is central to quality first teaching as it informs us about children's progress and enables teachers to plan next steps in learning in order to support children's improvement.

Assessment enables teachers and teaching assistants to discover what children have learned and what they need to learn, therefore ensuring continuity and progression. Assessments need to be made to identify existing standards in our school and results need to be compared to see if standards are being raised.

The school's assessment of pupils and identified groups will:-

- Benefit the education of all pupils
- Enable a pupil's progress to be monitored
- Provide a consistent professional record of pupil performance

Principles of Assessment

1. Assessment is at the heart of teaching and learning.

a. Assessment provides evidence to guide teaching and learning.

b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.

a. Assessment is inclusive of all abilities.

b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

a. Assessment outcomes are used in ways that minimise undesirable effects.

b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.

c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

5. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

- a. Pupils in developing their learning;
- b. Parents in supporting children with their learning;
- c. Teachers in planning teaching and learning.

Assessment must provide information that justifies the time spent;

- d. School leaders and governors in planning and allocating resources; and
- e. Government and agents of government.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Types of assessment

Diagnostic-determining knowledge, skills and areas for improvement

This indicates is a child needs specific help in certain areas. Outside agencies can be used for expert assessment opinion and advice.

Formative-on going, providing information to assist further planning

This is used to feedback information to pupils and teachers to help the learner progress. It assists teachers in taking further actions to support their leaning. This continuous assessment is at the heart of good teaching and takes a range of forms including:-

- Marking
- Questioning and discussion
- Book scrutiny
- Observation
- Assessment tasks and challenges

Summative-summarises an individual's attainment and progress at defined periods

This takes place at the end of a year, half term, topic or lesson. It is designed to summarise the performance and attainment at the time of testing.

Evaluative-providing information on teaching schemes, methods of teaching and training

Assessment for learning:

This takes place informally and continuously. Teachers will make note of pupils who have either exceeded or not achieved the learning intention for the lesson, to inform their next steps in planning.

Planning

Assessment is built into short, medium and long term plans

Long term plans: schemes of work incorporate assessment opportunities

Medium term plans: half termly plans include assessment opportunities and questions

Short term plans: teachers respond on a daily basis to their informal assessments

Statutory assessment:-

EYFS

Baseline assessments are used at the start of Nursery and Reception. The school uses BASE, an approved optional baseline for September 2015 in Reception. In September 2016 Baseline assessment will be used as part of future accountability arrangements.

At the end of Reception, children will be assessed through ongoing observations in accordance with the guidance of the Early Years Foundation Stage; against seventeen Early Learning Goals and against 'Characteristics of Learning'.

Phonics screening:

Year 1 phonics screening takes place during the last two week of June; results are forwarded to the DfE.

Year 2 pupils whose results fell short of the pass mark in year 1 are re-assessed in Year 2

End of Key Stage 1:

Teacher assessments are summarised at the end of May for Year 2 pupils in speaking and listening, reading, writing, grammar, punctuation and spelling and science, using SATs test to support judgements. Results are submitted to the DfE.

End of Key Stage 2

Teacher assessments are summarised at the end of May for Year 6 pupils in speaking and listening, reading, writing, maths and Science. Results are submitted to the DfE.

Pupils sit tests in reading, maths, grammar, spelling and punctuation, these are sent away for external marking. Results are returned to the school before the end of the summer term for reporting to parents.

Raiseonline

A raise online report in the Autumn term compares KS1 and KS2 results against national benchmarks DfE data dashboard report provides further national comparison of school data.

Learning Targets

The school continues to review its target setting in view of recent curriculum changes- further information will be added here when this review has been completed.

Responding to pupils work:

This involves pupils in their own learning. Pupils need to know what good work is, why they are learning it and what they need to do in order to improve their work.

Teachers plan lessons and introduce the learning through the use of the learning intention. Success criteria are used from Year 2 upwards to support the children's understanding of their progress. In KS2 differentiated success criteria are used, displayed on whiteboards or in the children's books.

Marking

The Purpose of Marking

Marking should provide feedback and guidance to pupils on their progress in order to improve performance. It should indicate to the teacher where the child is having difficulty or success and be the focus of discussion with the child, or group or class.

Marking should be an aid to future planning and assessment, and be informative to pupils, teachers, parents and others.

The criteria of the marking must be made clear to children before the work commences and marking must be based upon the agreed criteria. The LEARNING INTENTION (LI) and/or LEARNING OUTCOME (LO) will be clearly displayed in the class. The LI will be written at the beginning of any written work. In KS1 this will be completed by staff, working towards the children writing it themselves, but by KS2 the children should be able to write these for themselves. Ideally work should be marked with the pupil present, thereby providing both a verbal and written feedback. All written work should be marked regularly and as soon as possible after completion. Where this is not possible the teacher must aim to return work as soon as possible, in order to maintain the effectiveness of the marking.

Effective marking should

- facilitate discussion between the child and the teacher and should help foster self assessment skills.
- be an aid to children redrafting work.
- Provide clear feedback to pupils about the strengths and weaknesses in their work promptly and regularly
- Recognise, encourage and reward pupil's efforts and progress. This will ensure that they understand their achievements and know what they need to do next to make progress
- Encourage pupils to strive to improve
- Provide a record of pupil's progress for the teacher which can be transferred to the Teacher Record and thus assists staff in deciding whether the child has achieved a Statement of Attainment.
- Help parents to understand strengths and weaknesses in their children's work and enable them to support their child's learning.
- Focus the response on the learning intention and success criteria
- Marking should use two stars (positive points) and a wish (target for improvement) linked to the learning intention and the child's target.

Objectives

Marking should:

- inform the child of the next steps
- lead to pupil satisfaction and a sense of achievement;
- be an integral part of classroom work
- lead to the child recognising errors in order to improve performance;
- should take into consideration pupils aptitudes and abilities in different areas of work;
- take into account different requirements in the various curriculum areas;
- identify problems and monitor progress.

Guidelines for Marking

Guidelines for Pupils.

Pupils need to:-

1. be aware that learning is a gradual process.
2. understand that marking is a positive contribution to learning and not a punitive exercise.
3. understand the marking practices and reasoning behind these (see key to marking).
4. realise the importance of individual achievement and that oral or written comments are particular to them rather than intended to put them on a scale of comparison with others.
5. understand the need to equate the initial criteria with the marked piece of work.
6. be aware of their next steps towards achieving their target

Guidelines For Staff (this section continues to develop as marking for pupils develops and improves)

- i. Where written feedback is given, this should be done using green ink.
- ii. First drafts are discussed, ideas shared and encouragement given for an improved second draft. Targeted spelling and punctuation mistakes are marked in all drafts. Individual children's difficulties are taken into account when marking work.
- iii. Work is to be marked neatly and clearly either above the incorrect word or phrase, or in the margin, or below the work as appropriate.
- iv. Any written corrective comments should be clear, in a language that the child understands and related directly to the set criteria and learning intention for the work.
- v. Pupils need time to:
 - understand the feedback
 - ask the teacher for help
 - act on the feedback
 - correct the work learn the rule etc.
 (Time must to be allocated for this- this may take place at the beginning of a lesson or at the end as part of the plenary)
- vi. Marking for tests and SATs will follow a different format as this is a summative rather than a formative form of assessment following national guidelines.
- vii. Work put up on display should have been thoroughly corrected before being displayed.

There are times when it is useful and beneficial for children to mark their own work, this can save time and provide immediate feedback. This needs to be carefully monitored as some subjects are not easy for children to mark themselves.

A particularly successful piece of work may be awarded with a credit in line with our school's system of rewards, e.g. team points, stickers, golden tickets, shown to another member of staff or placed on display.

2 stars and a wish should be used to congratulate pupils and include targeted points for improvement and further development.

Think pink is used to highlight areas of work to be improved -children respond to this marking in pink pen

Purple pens are used for pupils to review and improve their think pink marking

Further information regarding the day to day processes for marking in different subjects can be found in Appendix 1

Early Years foundation Stage:-

In EYFS, marking takes the form of:-

- Written observations against Early Learning Goals and characteristics of learning
- Photographic evidence and annotation is recorded in the pupils' learning journeys
- 2 simple reports are added periodically to the Learning Journeys

Expectations:-

Pupils are expected:-

- Pupils are expected to know what they are learning, why they are learning it and how they will be expected to complete the learning
- To be able to use the language to explain what they are learning and why
- To contribute to developing success criteria with the teacher where appropriate
- To read and respond to written comments relating to how they can improve their work

Celebrating achievement

- On occasions, excellent work is also shared with the Head Teacher, teachers and pupils in other classes, stickers, house points and praise are given
- Wow assemblies to celebrate pupils' good work take place and parents are invited in to celebrate these achievements
- Star of the day awards and other incentives and discussed with individual classes

Self- assessment and peer assessment

Self -assessment takes the form of hit, miss and maybe, faces, displayed in classrooms, pupils self-assess their work to the Learning Intention at the end of a lesson where appropriate

Pupils may peer assess their peers work. This is carried out using the 2 stars and a wish process used for marking their work.

***Any adult writing in a pupil book MUST write in accordance with our school handwriting policy and model a high standard of handwriting. ***

The assessment process

The more pupils are involved in the assessment process, the more likely they are to understand the purpose of the activity, the need to complete the wish comments, and the action they need to take to improve.

Recording and reviewing

Staffordshire assessment grids in reading and writing are used to assess pupils, alongside Sheffield maths and grammar grids.

Planning records are kept in planning files to demonstrate what the children have been taught.

Weekly planning is annotated by teachers.

Daily/ Weekly records

Teachers will be expected to use their discretion in making daily/weekly records about pupils. Staff are required to regularly complete guided reading records

Skills Grids

In literacy and numeracy, teachers complete skills ladders for individual pupils. Skill ladders are currently kept in the green data file in classes within the classroom and highlighted half-termly by teachers to assess progress. This attainment is then used by teachers to complete an assessment sheet using a point scale as below:- (for our in school expectations)

Autumn			Spring			Summer		
Year	age	Expectations	Year	age	Expectations	Year	age	Expectations
1	6	6.1/6.2	1	6	6.3/6.4	1	6	6.5
2	7	7.1/7.2	2	7	7.3/7.4	2	7	7.5
3	8	8.1/8.2	3	8	8.3/8.4	3	8	8.5
4	9	9.1/9.2	4	9	9.3/9.4	4	9	9.5
5	10	10.1/10.2	5	10	10.3/10.4	5	10	10.5
6	11	11.1/11.2	6	11	11.3/11.4	6	11	11.5

Data is entered onto a class list by teachers and uploaded onto the SIMS systems by the Head Teacher. Groups e.g. FSM, SEN boys, girls etc can be filtered.

Termly standardised tests in reading and maths are used with the data supporting the teacher assessment information.

Spelling age is assessed yearly using a standardised test.

Pupil progress meetings take place termly to discuss and review pupils who are on track to meet expected, exceeding expected or emerging.

On entry to a new year group pupils who achieved at expected or above in the prior year group (x.5/x.6) will be entered as at x.1 in the new curriculum year group. Some pupils will still be working within the prior year group curriculum and will be assessed as such.

St Joseph's Assessment without levels

Attainment is measured on a 6 point scale

Language	Score	Statements required
Entering	x.1	On Sheet
entering +	x.2	40% of statements
Developing,	x.3	On sheet
developing+	x.4	70% of statements
Securing,	x.5	On Sheet
securing +	x.6	90% of statements

(X= age for year group, as per table above)

Expected progress for the year is from .1 to .5

Pupils who achieve beyond securing and into securing+ which would indicate with further assessment exceeding, these pupils are assessed at x.6

Analysis of Data

Data is analysed each half term against NC expectations for reading, writing, maths and SPAG by the Head Teacher and Senior Leadership Team. Summary reports are included in the Head Teacher report to Governors and Curriculum committee meetings.

Pupil Progress meetings take place half termly, and enable the Head Teacher and SLT to discuss with teachers class data, individuals and vulnerable groups. The purpose of these discussions is to identify pupils who are not making enough progress and what interventions can be put in place to support them and pupils who are making greater progress who require further challenge to support their learning and engagement.

Reports to parents

In order to communicate progress, effort and achievement, and identify future needs effectively, reports must:-

- Be related to evidence of pupils' work, specific activities and achievements
- Grade attainment against National expectations
- Be constructive and include next steps targets for literacy numeracy, and RE in KS1 and including Science in KS2
- Be fair relevant, adequate and accurate
- Encourage dialogue with the parents and child

Assessment Evidence

In EYFS learning journeys act as records of achievement demonstrating evidence towards the Early Learning Goals. Learning journeys are shared with parents at parents evening and at 'stay and play' sessions. Foundation stage reports are written and shared with parents at the end of Nursery and at the end of Reception.

Transfer arrangements

The following records of assessment data are passed on to the next class teacher to support transition

- Individual and guided reading records
- SEN information
- Current reading, maths, writing, GPS assessment grids
- SATs outcomes - where appropriate
- Other relevant information

Phonic assessment information is shared with parents on the end of year reports in Year 1.

KS1: reports indicate pupils attainment in relation to new national age expectations

End of year reports in Y1, Y3,4, and 5 share attainment in relation to new national age expectations

End of KS2: reports indicate the pupils raw score, scaled score and whether they are secondary ready or not

Attendance information is included in yearly individual written reports.

Policy reviewed: March 2016

Due for review: March 2017

Appendix 1

Marking

Literacy

- All work should be marked in green pen
- During a week each pupils' work should be marked in more detail using 2 stars and wish on one occasion
- 'Think pink' marking may be used to identify to pupils a passage/sentence that needs improving in some way
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used

Numeracy

- All work should be marked in green pen
- Staff should use 1 star and a wish to mark pupil work- the star may include an extension question
- A 'learning conversation' should take place, between the pupil and teacher, in the books once a week for each pupil
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used

RE

- All work should be marked in green pen
- During a unit of work each pupils' work should be marked in more detail using 2 stars and wish on one occasion
- 'Think pink' marking may be used to identify to pupils a passage/sentence that needs improving in some way
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used

All other curriculum areas

- All work should be marked in green pen
- During a half term each pupils' work should be marked in more detail using 2 stars and wish on at least one occasion
- 'Think pink' marking may be used to identify to pupils a passage/sentence that needs improving in some way
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used