



ST. BEDE'S CATHOLIC PRIMARY SCHOOL Policy for Assessment.



Our Mission Statement:
"Love one another as I have loved you."
(John 15, Verse 12).

At St. Bede's we believe that assessment is a vital part of the teaching and learning process. Excellent teaching gives children the life chances they deserve. Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged, but what excites and engages them best is truly excellent teaching.

We believe that assessment falls into three categories:

- **Formative Assessment:** This enables the teacher to gather information on a child's learning which is then used to develop short term planning and the next steps in their learning.
- **Summative Assessment:** These assessments take place every half term in reading, writing and maths. They provide teachers with information on a child's achievements in relation to the relevant National Curriculum Programme of Study. The results of these tests are recorded onto the schools online tracking system.
- **Diagnostic Assessment:** This type of assessment identifies gaps in learning, establishing what a child can and cannot do. This information ensures that a child's future learning can be targeted appropriately and support specific learning plans.

It is the responsibility of the School Leadership Team (Head teacher, Assistant Head teacher, KS2 Leader and Phase Leaders) to ensure that the assessment policy is maintained and followed. This is done through work sampling, lesson observations, pupil progress meetings and moderation practices. As a school we meet regularly as a staff to moderate trays of work against Age Related Expectations. We also join in with local schools and the local authority to moderate our judgements ensuring consistency and accuracy across the school.

At St. Bede's each teacher will collect evidence of a child's progress towards agreed targets and lesson / unit of work objectives using the following methods:

- through an assessment week every half term, using half termly summative tests (Rising Stars)
- observation
- the marking of work
- talking with and listening to children
- using formal assessment / tests e.g. Foundation Stage Profiles, Cognitive Profiling System (BPVS), DEST, COPS, Early Excellence (EYFS Baseline).

At St. Bede's we view whole school assessment as a process which:

- Provides information about each child that recognises their strengths / weaknesses and identifies areas for support / extension.
- Supports the recording of significant summative information so that children's progress may be monitored.
- Informs pupils, teachers, parents and other schools of the standard achieved.
- Allows us to evaluate whole school effectiveness through an analysis of strengths and areas for development.
- Each teacher will build up pupil records, in order to provide information for the next teacher, school and parents and as otherwise required.
- Each teacher will follow an agreed, effective and manageable recording system in order that a child's progress be monitored and recorded.
- We report children's progress to parents, through an annual written summary in February /March, an end of year report, formal Parent Contact Evenings and informally as required.
- We will meet the requirements of the Department for Education and the Local Authority appropriately e.g. End of Key Stage testing, Foundation Stage Profiles, Hampshire SEN Audit, Y1 phonics check in June.
- We will liaise at point of transfer with our local secondary school, Bishop Challoner and any other receiving school.
- We will liaise with nurseries and any other agencies before children start their education at St. Bede's.
- We will seek and act upon advice from external agencies e.g. Educational Psychologist, when appropriate.

At St. Bede's we view individual assessment as a process which:

- Improves standards by encouraging children to give of their best and improve on their last piece of work.
- Identifies what each pupil knows, understands and can do.
- Provides information to guide future planning for individual children, group and class.
- Enables teachers to transform learning by engaging in the direct pursuit of teaching identified pupils and addressing their gaps in learning, teaching them what they need to learn next.
- Provides information about each child that recognises their strengths / weaknesses and identifies areas for support / extension.
- Identifies what each pupil knows, understands and can do.
- Assessment will be ongoing and will be an integral part of medium and short term planning using assessment for learning as a key tool.
- Each child will be given targets related to their area of need. Those with Special Educational Needs will have PLT's or GLT's to target and track interventions (see St. Bede's SEN Policy).
- Assessment will be a continuous process throughout the school and will ensure that children's progress is being monitored and that work is pitched at the correct level. (i.e. suitably differentiated).
- We will involve children in their own assessment through the use of agreed child annotations (see Appendix 1- Marking Policy).

Summative Assessment

Achievement is judged on a six-point scale within the year, against the relevant National Curriculum Programme of Study for each year group.

1. Below National Expectations **(B)**
2. Below + National Expectations **(B+)**
3. Working Towards National Expectations **(W)**
4. Working Towards + National Expectations **(W+)**
5. Working Towards Securing National Expectations **(S)**
6. Secure + National Expectations **(S+)**

The scale relates to achievement within a year group and reflects the Programme of Study for that year group. At the end of each year standardised tests are used to help inform and moderate overall teacher assessments.

The vast majority of children will begin each academic year at point 6 of the previous band. This is because, the vast majority of pupils will not have had the opportunity to demonstrate higher achievement as it is new learning; by the Autumn 1 half term the vast majority of pupils will be at point 1 (Below National Expectations B). As children progress through the schemes of work they will have more opportunities to secure that knowledge and demonstrate their understanding. There will be some children who progress to point 5 and 6 quickly within the academic year. So that they can achieve point 1 of the next band at the end of the year, these children will be helped to deepen their understanding through problem solving, applying and reasoning. This will ensure that they have deepened their understanding; enabling them to access quickly the programmes of study for the next academic year.

EARLY YEARS

On entry to EYFS each child will be individually assessed using a national assessment package as well as the Foundation Stage Profile (FSP). The national assessment package will be used to predict outcomes for every child at the end of each Key Stage. Using these baseline assessments progress can be measured throughout the Early Years Curriculum. Throughout the year the Early Years team will use formative assessment, the FSP and the whole school online Tracking system to build a learning picture for each child and target gaps in learning. This information is then used to complete the Foundation Stage Profile. The FSP data is used to inform Year 1 teachers. The achievement at the end of EYFS is used to target expected outcomes at the end of Year 2.

This policy was written by the Assistant Head teacher. It has been discussed and agreed with the head teacher, members of staff, the Curriculum Committee and the Full Governing Body.

Reviewed: July 2016.

Next Review: July 2017