



St. Thomas More Catholic Primary School

"Living and Learning together in Christ."

ASSESSMENT POLICY 2018-19

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into planning and teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Guide and inform future planning, teaching and curriculum development
- Look at best use of teaching Assistant deployment
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group.
- Comply with statutory requirements

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books. This type of assessment is used daily to inform the teacher's planning based on the needs of the children and therefore plans are annotated daily.

Summative: These occur at defined periods of the academic year such as the end of a term. Commercial tests bought in by the school for the use at the end of a unit of work or term. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level (emerging, developing or expected) for pupil records.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo.

Key Objective tests also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this.

Children who join the school at a date other than the start of Reception will be formally assessed within their first few weeks at school. This is to assess attainment on entry.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed within their first few weeks. Results are used to inform planning, set targets and aid early identification of special needs. Children will be formally assessed each term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their Reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's on going observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded in the Early Years profile.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. Evaluations of planning
- Teacher's mark books
- Record results in school's own data systems
- Pupil Progress Interviews
- National baseline, Early Learning Profile

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for each category in the following ways:

- With colleagues in school
- With colleagues from other schools within the CCCC
- With colleagues from other local schools
- By attending LEA sessions to ensure our judgments are in line with other schools.

Portfolios of moderated work may be kept by staff.

Showing progress.

In light of the changes to the National Curriculum, and with the abolition of "levels" the school, has devised a new way of assessing and reporting on progress across the school and over time. We have decided to use a standardized score system for reading and maths, but now also assess regularly in GPS, spelling, HFW reading and spelling in KS1 and we use teacher assessment for writing.

School (in line with National expectations at the end of KS2) uses 100 as a standardized score as average.

Pupils with SEN may not take the same test as their peers: they may take the test of a previous term or even of a previous year group. This allows staff to carefully track progress over time, and be aware of specific needs which then inform the child's IEP.

Reporting

Reports promote and provide:

- Good home /school relationships.
- Information for 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.

Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations using the terms emerging, developing and expected. For children at the end of Key Stages 1 & 2, additional information including details of the results of SATs testing will also be provided.

Parents are invited to attend formal interviews with the teacher during the Autumn and Spring terms, with an opportunity to make a further appointment in the summer term. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

The Role of the School Assessment Manager

The headteacher has the responsibility for the development of the assessment, recording and reporting procedures in school.

The manager's responsibilities include:

- Contribute to the SDP and SIP through work with the SMT
- Leading school development in assessment, recording and reporting (ARR) procedures.
- Liaison with subject managers within the school
- Liaison with other assessment managers within the CCCC
- Attend and lead INSET where appropriate
- Keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle

St. Thomas More Catholic Primary School - Assessment Framework

Year group	3 times per year assessments...	Comments
EY	Autumn on entry Feb June HFW list 1 spelling and reading scores (Rec) PIRA and PUMA in Summer term	On entry data to be completed by end of 3 rd week in. Spelling and reading to be completed by penultimate week of term, in line with the rest of the school.
Years 1 to 6 (Summer term, Years 2 and 6 will only be required to do the statutory tests)	<p><u>Spellings & Reading:</u> All words from each year group list to be tested</p> <p><u>Maths:</u> PUMA tests in Autumn and Spring: Testbase tests in the summer term (except Year 1...use PUMA, and Y2 and Y6 who take national tests).</p> <p>Termly White Rose Mental Arithmetic assessments. Will give score out of 20.</p> <p><u>Phonics tests:</u> Old tests in Autumn and Spring, new in Summer (Y1)</p>	Required for each child... <ol style="list-style-type: none"> 1. <u>Spelling and reading scores of HFW</u> 2. <u>Maths tests results</u> in the following formats... <ul style="list-style-type: none"> • Standardised scores • Overall judgment of low emerging (LE), secure emerging (SE), developing (D) and expected (E). 3. Phonics score (Year 1 and year 2 re-tests only)

	<p><u>Reading comprehension:</u> PIRA tests in Autumn and Spring: Testbase tests in the summer term (except Year 1...use PIRA, and Y2 and Y6 who take national tests).</p> <p><u>Writing:</u> teacher assessment overall using the Staffordshire skills ladder.</p>	<p>4. <u>Reading comprehension</u> in the following formats:</p> <ul style="list-style-type: none"> • Standardised scores. • Overall judgment of low emerging (LE), secure emerging (SE), developing (D) and expected (E). <p>• <u>Writing</u> recorded as an overall judgment of low emerging (LE), secure emerging (SE), developing (D) and expected (E).</p> <p>5. <u>GPS (2 tests);record as...</u></p> <ul style="list-style-type: none"> • Combined raw scores (total marks scored out of two papers)
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Glossary

GPS = Grammar, punctuation and spelling

HFW = High Frequency words

Emerging (low or secure) towards a child's age related expectations...child is on track to achieve the end of year expectations

Developing = A child is continuing to work at the level expected of their age

Expected = A child has completed the year and is working at the level expected for their age.

How to formulate judgments:

The school will use the following raw score judgments purely as a guide, alongside teacher assessment, through work in books etc to formulate their overall termly judgment.

Up to 99 (emerging)

100 to 115 (expected)

Above 116 (exceeding)

On-going Teacher Assessments

If a pupil is absent for one of the above assessments, every effort should be made to administer it at the earliest opportunity. Statutory assessments are carried out according to the administrative body's guidelines.

Policy written: July 2018

Next review: As required