

St Joseph the Worker Catholic Primary School

Assessment Policy

Mission Statement

With Jesus
We learn,
We care,
We listen
We share
so that He might be seen in the people that we are and the things that we do.

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Intent

At St Joseph the Worker our approach to assessment is underpinned by our vision and values and reflects our faith and our mission statement. We place our children at the centre of our school and seek to develop the whole child – spiritually, morally, socially, culturally and academically so they are well prepared to meet future challenges. We believe that assessment of academic progress and attainment reflects only a small part of who every child is and all that they can be.

Assessment complements and assists teaching and learning; it plays an integral part in the planning process and enables the review of current practice as well as providing an overview of pupil attainment and progress. Rigorous and meaningful assessment ensures the provision of an excellent education for all pupils through consistency of approach across the school and a shared attitude to adapting and updating practice, as appropriate, based on the information gathered.

Aims and Principles

Aims

This policy aims to:

- Provide clear guidelines to assessment and feedback for all stakeholders to reflect our consistent and coherent approach.
- Clearly set out how and when learning will be assessed and evaluated.
- Outline our shared pedagogy for formative assessment, marking and feedback across the school.
- Ensure children's learning is at the centre of the assessment and feedback process.

At St. Joseph the Worker Catholic Primary School, we believe that the key aim of assessment is to check if pupils know more and remember more of the curriculum and to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child knows and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.

- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles
Different forms of assessment will serve different purposes for different people and organisations. We will always be clear on:

Why pupils are being assessed
The things which the assessment is intended to measure
What the assessment is intended to achieve
How the assessment information will be used

Assessment at St Joseph the Worker takes three broad overarching forms. These are: ✓ day to day in-school formative assessment, ✓ in-school summative assessment ✓ National statutory summative assessment.

The principles that underpin assessment at St. Joseph the Worker are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next to enable all children in my class to achieve?'
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. 'Steps to Success' are shared or formulated at the start of each session and pupils' work is assessed against these criteria.
- A range of formative assessment strategies are used daily to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

Legislative requirements and non-statutory guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy is written with reference to:
Early Years and Foundation Stage Statutory Framework
National Curriculum Primary programmes of Study for KS1 and KS2.
Please read in conjunction with our Curriculum Intent Statement, Teaching and Learning Policy, Curriculum Policy, subject specific policies, Reading Policy, Display Policy, Staff Handbook, SEN and Inclusion Policy and Home Learning Policy.

Roles and responsibilities

The Governing Body
Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Head teacher and Leadership Team
The Head teacher and leadership team will review all curriculum policies and through learning walks, monitoring, discussions with subject leaders and book scrutiny will take a strategic overview of how this policy is being implemented.

Subject Leaders
The subject leaders will review this policy yearly and liaise with the leadership team to ensure that it is up to date and relevant.

Teachers
Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy and the staff handbook.

Definition of Terms

Formative Assessment – an ongoing, daily process that informs teachers' professional judgements regarding the immediate attainment and progress of pupils; the process whereby teachers 'use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs' (Dylan Wiliam 2009) informed by observation, marking and feedback, questioning and dialogue etc.

Summative Assessment – an assessment of learning that takes place at the end of a unit, term, school year or key stage.

Attainment – the level of knowledge and understanding a pupil is currently able to demonstrate, judged as Below, Just At, Securely At or Above.

Progress – the measurable advancement of academic achievement.

Mastery – a pupil's ability to apply their learning with fluency

Knowledge Organiser – a one-page summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject.

Below/Working Towards* - the judgement given to pupils who are currently working below age related expectations.

Just At * – the judgement given to pupils who are almost at age related expectations and who, with some support and targeted teaching, we hope will meet expectations.

Securely At/Working at* – the judgement given to pupils who are currently working at age related expectations.

Above/Working Above* – the judgement given to pupils who are currently working above age related expectations.

*The terms 'Working Towards, Working At and Working Above are used on end of year reports to parents. The terms 'Below, Just At, Securely At and Above are used by teachers in formative and summative assessments.

Implementation

Summative assessment
Data generated from summative assessments for different stakeholders is used as follows:

- School leaders monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers evaluate learning at the end of a unit or period and the impact of their own teaching. They also analyse data to identify learning gaps, narrow these gaps and ensure all pupils make progress.
- Pupils understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents stay informed about the achievement, progress and wider outcomes of their child across a period.

National Statutory Summative Assessment.
These are:

<u>The EYFS Profile</u>
The profile reflects ongoing observations, records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (Emerging)

This data is recorded on Sonar Tracker and informs planning in the first term of Year 1 and beyond. The EYFS profile data is used to measure Good Levels of Development within the EYs setting.

<u>Year 1 Phonics Screening Check</u>
This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

<u>Year 4 Multiplication Tables Check</u>
The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. Its purpose is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It enables us to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

<u>End of KS2 SATS</u>
All pupils sit the following tests at the end of Year 6:

- Reading

- Maths
- Grammar, Punctuation and Spelling

Writing is teacher assessed and may be moderated by the local authority.

In-School Summative Assessment

At St Joseph the Worker, we conduct the following summative assessments:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Wandle phonics assessment (EYFS/KS1)	Little Wandle phonics assessment (EYFS/KS1) **NFER Reading test** Grammar, Punctuation and Spelling test	Little Wandle phonics assessment (EYFS/KS1)	Little Wandle phonics assessment (EYFS/KS1) **NFER Reading test** Grammar, Punctuation and Spelling test	Little Wandle phonics assessment (EYFS/KS1)	Little Wandle phonics assessment (EYFS/KS1) **NFER Reading test** Grammar, Punctuation and Spelling test
White Rose end of unit assessments	White Rose end of unit assessments **White Rose Termly Arithmetic Assessment White Rose Termly Reasoning Assessment**	White Rose end of unit assessments	White Rose end of unit assessments **White Rose Termly Arithmetic Assessment White Rose Termly Reasoning Assessment**	White Rose end of unit assessments	White Rose end of unit assessments **White Rose Termly Arithmetic Assessment White Rose Termly Reasoning Assessment**
	RE assessment task		**RE assessment task**		**RE assessment task**
End of unit foundation subject assessment task	End of unit foundation subject assessment task	End of unit foundation subject assessment task	End of unit foundation subject assessment task	End of unit foundation subject assessment task	End of unit foundation subject assessment task

In addition to the above, teachers also carry out:

- Weekly spelling tests (KS2)
- Regular reading checks
- Times Tables tests (KS2)
- Regular arithmetic tests

Formative Assessment

Formative assessment is day to day assessments of knowledge and skills which is used to move learning forward. It is an essential part of every lesson in every subject.

Teachers identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils measure their knowledge and understanding against learning intentions and steps to success and know what they need to do to improve.

Good formative assessment practice is one of the most effective ways to raise standards. Responsive teaching techniques are used to ensure children know where they are with their learning and how they can improve. Teachers adapt their teaching and planning in response to the children's learning. Daily on-going formative assessment takes many forms. These might include:

- Questioning techniques
- Knowledge organisers
- Observations
- Discussions
- Self-assessments by pupils
- Peer marking and assessments
- Marking of books
- Conferencing
- Mini quizzes
- Mini plenaries
- 'Show me' techniques using mini whiteboards, fans etc

Feedback and Marking

"Feedback is one of the most powerful influences on learning and achievement" Hattie and Timperley, 2007

Feedback is an essential part of good education. Feedback can take the form of spoken or written marking, peer marking or self-assessment. High quality feedback, in whatever form it is given, will be evidenced in how pupils are able to tackle subsequent work.

- The focus of feedback should be to further children's learning and to help them become self-aware, confident, resilient and independent.
- Feedback delivered closest to the point of action is most effective.
- Feedback is part of assessment processes in the classroom, takes many forms and ensures progress for all learners regardless of starting points.
- Feedback can be verbal or written, whole class, small group or individual. It can be given by the teacher or by peers.

All feedback is focused on pupil progress, developing good teacher-pupil relationships and raising pupils' self-esteem.

Evidence of feedback in books (Marking)

Marking is one aspect of feedback. At St Joseph the Worker, marking has only one aim: to advance pupil progress and learning. Marking should acknowledge pupils' work, ensure high standards of presentation are maintained, check learning and inform decisions about what teachers and pupils need to do next in order to drive progress.

Our policy aims to ensure that all written marking should be meaningful, manageable and motivating. Marking should motivate pupils to progress. An important element of marking is 8 acknowledging what pupils have done, valuing both their effort and achievements while at the same time ensuring that they know how to improve.

There are a range of ways that feedback may be evidenced in books:

- **Individual verbal feedback.** Work in book will be marked with VF.
- **Whole class feedback.** Feedback sheets are used to acknowledge strengths, share good examples of work and address common misconceptions. Work in books will still be acknowledged with ticks as below.
- **Written marking.** This may be short and brief or more in depth depending on the task. Children may be given short follow-on tasks to do in response to the marking. Time will be given for children to respond to feedback promptly and teachers must check responses.

Teachers use their judgement to decide whether a feedback sheet, verbal feedback or written feedback will best suit. The level of marking will be appropriate to the task and pupil. All work will be acknowledged irrespective of feedback method as soon as possible after completion.

Learning intentions and clear success criteria are shared within lessons and marking will relate directly to the learning intentions and success criteria.

See also our Marking and Feedback Policy and Appendix A for more information about marking and feedback.

Collecting and using data

Children's attainment is recorded on Sonar Tracker. If a child is at the expected level for the term assessed, this will be recorded as: 'Securely At' If a child is working towards the year group objectives but not yet secure this will be recorded as Just At. If a child is working beyond the expected levels for the term assessed, this will be recorded as 'Above'. Any child working not yet working on objectives that year group will be recorded as 'Below'. In this case, the objectives met by this child will be highlighted by the class teacher termly to show progress.

Progress
Progress will be mainly monitored through regular book looks, pupil progress meetings, moderations and pupil conferences. Pupil progress will also be monitored on Sonar Tracker.
Below expected progress (regressed)
Expected progress (no change)
Above expected progress

It should be noted that children are individual and progress at different rates at different times. They do not always follow a straight path.

This data will be used to inform next steps in teaching and learning and to ensure that children are making progress. Pupil progress meetings, in which teachers discuss the children's attainment and progress, will be held termly.

Inclusion and Equal Opportunities

Identification and assessment of pupils with special educational needs
The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances, therefore we do not immediately assume that a child has special educational needs.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly, attended by the class teacher and a member of the Senior Leadership Team, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Short-term target review paperwork. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

Please see our Special Educational Needs Policy.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinies, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

Appendix 1:

MARKING AND FEEDBACK

Teachers mark in pink.

Children self-edit, self-evaluate and peer evaluate in purple

LO	Learning Objective (This is what I am learning today)
//	Start a new paragraph
^	Missing words or need to add detail
SP	***(in margin on line where spelling is incorrect)*** **-** Check and correct spellings
CL	Check where Capital Letters should be in your work
(P)	Check your punctuation: . ? ! , " " : ; ' ( )

Who did I work with?		**Children's Self-Evaluation - 'How do I feel about my work?'**	
WS	Worked with support from an adult	Red traffic light	**NOVICE:** I am just starting to learn this and can do it if I look at an example or ask for help.
I	Worked independently	Orange traffic light	**MASTERED with discussion/practise:** I am starting to understand this, but I need a bit more practise.
VF	Verbal feedback given	Green traffic light	**MASTERED with some GD:** I understand this well. I can do it on my own and I can explain to others how to do it.

Identifying attainment and progress – How well did I understand the LO?

√	**Working towards**. LO not achieved. Needs to be revisited
√√	**On track**. LO achieved with good understanding
√√√	**Greater depth** of learning and understanding achieved