



St Anne's Catholic Primary School

Assessment Policy

This policy will be reviewed on an annual basis.
This policy was reviewed and updated in **September 2018**
Next review date: **September 2019**

Why assess?

Children's progress is closely monitored at St Anne's in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would



ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)



Assessment at St Anne's

Staff at St Anne's have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

Foundation stage profile

Staff will informally monitor development and keep detailed records in the form of an electronic learning journal; parents and carers are able to contribute to this document. The team make a summative judgements 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60-month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are included within the end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents within the end of term report. The national expectation is that children should aim to achieve Expected standard at the end of Year 2 and at the end of Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to self-assess when they have finished their work to show their level of understanding. They are also encouraged to use a red pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. Assessment is recorded on iTrack.

Children are assessed against the following descriptors:



- Emerging: At early stage of development (support needed)
- Developing: Growing ability and independence (prompting needed)
- Secure: Exhibits skill independently
- Advanced: Exhibits skill spontaneously and with confidence

In addition to the Emerging, Developing and Secure grades within each year group, “mastery levels” indicate how well children can apply their learning. There are 4 levels of mastery:

- 1 Below the expected standard depth of application and understanding
- 2 At the expected standard
- 3 Above the expected standard
- 4 Well above the expected standard

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as ‘exit tickets’, class quizzes, mastery mind etc. Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing, English Grammar Punctuation and Spelling and Maths. This will be based upon the mastery statements for each subject. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Pupil Progress meeting discussions and toward accountability data.

Family consultations

Family consultation evenings take place in the autumn and spring terms for children in EYFS through to Year 5. Children should contribute to these conversations in either a verbal or written format. If the parents are happy, children can attend the meetings.

Learning Review meetings

Learning Review meetings for all children in Years 6 are held twice a year. This is an opportunity for children, families and teaching teams to discuss the progress being made. The Head of School or Assistant Head join each meeting. Children should prepare either a written contribution or short presentation about their learning.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents/Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion



St Anne's is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning Plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of Focus children who we monitor closely following any issues or concerns alerted by staff or parents. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking and Feedback Policy
- Teaching and Learning Policy
- SEND policy