

*ST LEO'S AND SOUTHMEAD  
CATHOLIC PRIMARY SCHOOL  
SERVING THE  
COMMUNITY*



*ASSESSMENT  
POLICY*

Reviewed September 2018  
Next Review September 2019

## SCHOOL MISSION STATEMENT

In our school, we want to celebrate God's gift  
of life together;

By inspiring, enhancing and developing  
tomorrow's talent, today!

We respect all; aiming to achieve and live our  
values.

A place to allow everyone to flourish.



## **Rationale**

At St Leos and Southmead Catholic Primary school we believe that assessment is an integral part of teaching and learning. We believe assessment for Learning (AFL) is a fundamental tool utilised throughout the school to raise attainment and accelerate progress.

At St Leos and Southmead Catholic Primary school regular feedback is given to children on their learning in order to support each child to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

## **Principles**

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

## **Process**

### **Types of Assessment**

Throughout the year teachers will make use of the following types of assessment:

**Formative assessment** – a continuous process involving all aspects of teacher-pupil interaction, including discussion, oral and written feedback that enables each pupil to progress on to the next step in their learning and development. Throughout the school *Target Tracker* is used to monitor pupil progress and set next steps targets.

**Diagnostic assessment** – finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired, therefore preventing a pupil from making the expected progress.

**Summative assessment** – Assessment through the use of tests that give a measurable score. Systematic recording of data that gives a summary of pupil attainment at a given point within the school. This is an essential measure of progress over time. These include, EYF\$ Baseline Assessment, Early Years Foundation Stage Profile, end of term tests SATs, Optional NFER end of year assessments years 3,4,5,

**Evaluative assessment** – assessment that informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and curriculum on pupil achievement.

### Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress.

We endeavor to achieve this by:-

- Informing pupils of the learning objectives and success criteria each lesson.
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – often by Teaching Assistants either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focused marking using learning objectives and success criteria
- Sampling pupils' work
- Moderation of evidence range used to complete summative steps upon Target Tracker

- Carrying out diagnostic assessments e.g. Assessing pieces of writing against key performance indicators for each year group or analysis of tests to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning

### **Inclusion**

St Leos and Southmead Catholic Primary school 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 SENCO, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress.



We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. 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 Policy
- SEND policy
- English Policy
- Maths Policy

### **Half-termly Summative Assessments**

Assessments of pupils' levels are carried out on a half-termly basis (except in Nursery where it is carried out on a termly basis to ensure that it is manageable) in order to

track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out using Development Matters
- The Foundation Stage Profile is utilised to assess pupils in Reception
- In KS1 and 2, National Curriculum level assessments are carried out in reading, writing and maths. A range of assessment methods are utilised as specified by the Maths and Literacy subject leaders (*see Appendix 2 & 3*).
- Class teachers ensure that assessment information is recorded on Target Tracker each half term.
- Class teachers write a half termly report on the assessment information for their class focusing on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support.

### **Nursery Learning Journeys**

Every child's progress is closely monitored at St Leos and Southmead Catholic Primary School to ensure each child reaches their full potential. Upon entry within the nursery staff conduct baseline assessments. Evidence collated will be used to inform and monitor his/her development and progress throughout the Foundation Stage. Detailed records are kept on each child. This information is shared with families and either transferred to the reception class or to the child's new school.

### **Foundation stage profile**

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 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. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.



## **Year One phonics check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 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. The national expectation is that children should aim to achieve expected age related progress at the end of Year 2 and achieve expected age related progress at the end of Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

## **Data Analysis**

- The Assessment managers utilise the assessment data on target tracker to carry out an analysis of the data entered into Target Tracker each half term. This information is utilised to inform the :-
  - Pupil Progress meeting discussions,
  - GAP Analysis
  - School Self Evaluation,
  - Termly Assessment analysis
  - Termly Headteacher report to Governors,
  - Termly data report to the Chair and Curriculum Governors
  - School Development Plan

## **Pupil Progress Meetings**

- These are held on a half-termly basis and are attended by the class teacher and the Assessment subject leaders.
- Prior to the meeting the Assessment Managers meet with the Headteacher to go through the data report and to discuss areas to focus on within each meeting.
- The focus of the pupil progress meetings is:-
  - to discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the Assessment managers
  - Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

## Marking and Feedback

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work and about what specifically they have done well. Children are given time to read and review their work following marking. See separate Marking Policy for more information.

## Recording

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on the EYFS and Primary Target Tracker systems.

Children are assessed against the following descriptors:

Black	Not Taught/achieved
Red	Working Towards
Blue	Achieved
Gold	Gold /Mastery – suggestion only 5% of the country will be working at this level

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Learning objectives will also be recorded. Assessment sheets can be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, information in books, pupil assessments, tests, assess and review activities

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 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, teacher and teaching assistant observations and work contained in books. The cohort document will contribute to Pupil Progress meeting discussions and towards accountability data.



## Assessment Moderation

- Staff meetings are utilised for moderation and scrutiny to ensure that all teachers have a shared understanding of effective teaching and assessment practices to ensure all children make progress.
- Assessment moderation is also carried out by assessment managers and subject leaders. In addition cross moderation of English is carried out with other schools in order to ensure consistency and against the standards materials.

## Monitoring and evaluation

- The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- English and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their cycle of monitoring of their subject.

## Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

## Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.

- Transition meetings are held between class teachers and with the high school at the end of year 6
- When children move schools, information is sent through the CTF (common transfer file).

### **SAFE GUARDING**

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### **PROMOTING BRITISH VALUES**

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow humanity to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.