



St Gregory's Catholic Primary School



Assessment Policy

Since September 2015 the school has been following the new National Curriculum. The Assessment policy has been adapted in response to these changes.

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” *Assessment for Learning: Assessment Reform Group 2002*

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At St Gregory's Catholic Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know and understand what they can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The SLT and Deputy Head teacher work closely with the Head teacher to ensure progress is being monitored rigorously throughout the school. Reports are presented to the Governors to highlight pupil progress.

Key Features of Assessment at St Gregory's Catholic Primary School

Day to day (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school.

Periodic (Assessing Pupils' Progress)

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 1, 2, 3, 4, 5 & 6.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Interim and end of year reports

Management Information Systems

At St Gregory's Catholic Primary School we use School Pupil Tracker Online (SPTO) to record and track pupil progress from Reception to Year 6. Teacher Assessments are recorded at the end of each I Can Do It Week in terms 1, 2, 3, 4 and 6. Pupil progress is monitored each term via Pupil Progress Meetings. At the end of Term 6 the SLT analyses individual, group and cohort pupil progress throughout the school.

Curriculum Targets

Termly curriculum targets are set for Reading, Writing and Maths in all classes. These are shared with pupils and parents.

Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of Terms 1, 2, 3, 4 and 6. Teachers complete grids prior to the meeting highlighting interventions and areas of concern.

Provision Mapping Meetings

Provision Mapping Meetings are held to discuss progress of pupils listed on the Inclusion Profile. These take place at the same time as the PPM. Pupil Premium pupils are also discussed.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2017-18 include:

- Pupil Premium pupils
- SEN pupils

- Higher Ability Pupils
 - EAL pupils
- (this is reviewed termly/ annually)

Reports to parents

Interim reports are sent to parents at the end of Term 2 and 6 with attainment levels in Reading, Writing, Maths and Science. Attitudes to learning and behaviour are also graded. A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Consultations

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom. Information available to parents at Parents' Evenings will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

Assessment Procedures and Calendar

Foundation Stage

Autumn Term - Information is obtained on the children prior to starting school via:

- Parent consultations
- Visits and discussions with Play group
- Early Years Transfer Record- completed by nurseries and playgroups

A Baseline Assessment is carried out in the first 3 weeks. Staff complete the Foundation Stage Profile working closely with parents and record achievements in the child's Learning Journey

Spring Term- Assessments will be made and scores recorded using the School Pupil Tracker system. Analysis is completed by class teachers and reported to the Early Years Leader/Head teacher

Summer Term- Evidence to be collected for moderation. Final scores to be recorded using the School Pupil Tracker. Analysis completed by class teachers and reported to Early Years Leader/Head teacher

Year 1

- Term 1- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations. .
- Term 2, 3, 4 & 5- Pupils will be assessed and results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 5/ 6- Phonics check carried out.
- Term 6- Pupils will be assessed and results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 3-5

- Term 1, 2, 3, 4 & 5- Pupils will be assessed against year group expectations and results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Pupils will be assessed and results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 2 & 6

- Term 1, 2, 3, 4, and 5- Pupils will be assessed and results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents. Analysis completed and sent to Assessment Leaders.
- Term 5 SATs tasks and tests administered.
- Term 6- Results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Y2 Class teacher discusses pupil progress with next teacher
- Y6 Class teacher and DHT discuss transition with Year 7 contact at secondary school.

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking & Feedback' policy. Home learning and classwork are marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher. For all other subjects work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made. Informal assessment is on-going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

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