



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 Assistant Headteacher and EYFS Leader work closely with the Headteacher to ensure progress is being monitored closely 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/ APP)

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 to record and track pupil progress in Y2 and 6. In Y1, 3, 4 & 5 Essex Target Tracker is used. Teacher Assessments are recorded at the end of Terms 1, 2, 3, 4, 5 and 6. Pupil progress is monitored each term via Pupil Progress and Inclusion Profile Meetings. At the end of Term 6 the SLT analyses individual, group and cohort pupil progress throughout the school.

Target Setting (Y2 & 6)

Assessment Manager generates targets for end of year results in relation to KS1 SATs results. These targets are used to track progress. These targets also reflect FFT type D+ or the 'very high' school targets.

Reported Targets

Targets are agreed with the Chair of Governors and the LA are given notification of them. Targets for Y2 are set in the November of Year 2 and are also reported to the LA.

Curriculum Targets

Termly curriculum targets are set for Reading, Writing, Speaking & Listening and Maths in term 1. These are shared with pupils and parents.

Target Setting (Y1, 3, 4 & 5)

Target Tracker generates targets for end of year expectations. These targets are used to track progress.

Curriculum Targets

Termly curriculum targets are set for Reading, Writing, Speaking & Listening and Maths in term 1. 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, 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 2015-16 include:

- Pupil Premium pupils
- SEN pupils
- Higher Ability Pupils
- EAL pupils

(this is reviewed termly/ annually)

Key Stage SATs analysis

The Assistant Headteachers and EYFS Leader analyses Key Stage results using:

- Making Figures Speak
- Fischer Family Trust Data
- Raise Online
- Assessment Manager/ Target Tracker data

Analysis is reported to the Headteacher and Deputy Headteacher and subject leaders. Subject leaders analyse results and analyse any gaps. Findings are incorporated into the School Development Plan.

Analysis is reported to:

- Governors
- Staff
- LA via Improvement Advisor
- CATs Improvement Advisor

Reports to parents

Interim reports are sent to parents at the end of Term 2, 4 and 6 with levels in Reading, Writing, Speaking & Listening and Maths. 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

Term 1- Information has been acquired prior to the child starting school via:

- 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. This year PiPs was used. Teachers will begin to complete the Foundation Stage Profile. Teachers work closely with parents and record achievements in the Link Book and contact book.

Term 2, 3 & 4- Assessments will be made and scores recorded using Target Tracker. Analysis completed by class teachers and reported to the Early Years Leader

Term 5/ 6- Evidence to be collected for moderation. Final scores to be recorded using Target Tracker. Analysis completed by class teachers and reported to Assessment Leader and Early Years Leader

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 Target Tracker. 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 Target Tracker. 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 Target Tracker. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Pupils will be assessed and results will be inputted onto Target Tracker. 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 Assessment Manager. 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 Assessment Manager. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Y2 Class teachers discuss pupil progress with next teacher

Foundation Subjects

Assessment of the Foundation subjects will be introduced in September 2015. IT, Science and MFL or use current excel spreadsheets.

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking & Presentation' 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.

Home Learning

Please refer to the Home Learning Policy. Work is marked by the teacher by indicating that it has been looked at.

Primary School Transfer to Secondary School

For pupils leaving the School up to date records are forwarded to the new school.