



ST. EDMUND'S CATHOLIC PRIMARY SCHOOL
"Together we learn and grow through worship and celebration"

Assessment Policy and Procedures at St Edmund's

Committee responsible for policy	Curriculum and Achievement
Coordinator	Brenda Green
Statutory/Non-statutory	Non STATUTORY
Frequency of Review	Free to determine – every 3 years or earlier if required
Date of last review Approved by Staff/ SLT/Committee/FGB	September 2015
Date of next review	September 2018
Purpose of policy	To ensure staff know and understand assessment requirements
Consultation	Staff
Links to other policies	All other subject policies Marking, Planning, Teaching and Learning

Introduction

We believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to learn next. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of assessment at St Edmund's school are:

- to raise standards across the curriculum at St Edmund's School;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide information about performance;
- to evaluate the effectiveness of teaching and learning,;
- to inform the school's decisions about the deployment of resources;

- to enable our children to demonstrate what they know, understand and can do in their work;
- 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 provide the head teacher and governors with information that allows them to make judgments about the effectiveness of the school;
- to inform parents and children about their performance.

We aim to ensure:

- that assessment is inclusive of all abilities;
- that assessment judgements are moderated by experienced professionals to ensure their accuracy;
- that assessment places achievement in context against nationally standardised criteria and expected standards;
- that assessment should draw on a wide range of evidence to provide a complete picture of student achievement;
- that results are readily understandable by third parties;
- the school's results are capable of comparison with other schools, both locally and nationally.

Planning for assessment

We use our school's curriculum plans and schemes of work to guide our teaching and to identify opportunities for assessment within each unit of work. We use the assessment guidance in these schemes to help identify each child's level of attainment against the National Curriculum. We use a range of formative and summative methods of assessment to enable us to support our children.

Target setting

Individual targets are set for every child in Literacy and numeracy. Additional specific targets may be set for children with SEND and these are communicated to parents through Individual Education Plan (IEP's). The progress of each child is reviewed regularly and revised targets set throughout the academic year.

Pupil attainment is recorded each term, a progress report is produced for each class and the results analysed to ensure each child is making good progress and working to their potential.

Marking and Feedback to pupils – see separate marking policy.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

Feedback to given to children in either verbal or written form depending on their age and relevance to the task.

Written feedback is based on how well the child has met the learning objective for a given lesson. Where appropriate, an evaluative comment is written which identifies what the child needs to do next in order to improve future work. Time is regularly given for children to absorb any comments written on their work.

Regular opportunities for peer and self-assessment are incorporated into planning to allow children to identify and understand their own strengths and areas for development.

Consistency

Subject co-ordinators and members of the senior management team undertake monitoring exercises such as: book looks, lesson observations and pupil questionnaires to ensure consistency in teaching, learning and assessment across the school.

Examples of children's work in the Core Subjects are kept in co-ordinators' portfolios. These examples of work are levelled according to national standards and are moderated by all teachers so that there is a common understanding of expectations in each subject area. By doing this we ensure that we make consistent judgements about standards in the school.

It is the core subject co-ordinator's responsibility to ensure that the samples of work they keep reflect the full range of ability within their subject and includes samples of work from all year groups in the school.

Reporting to parents/carers

We encourage parents/carers to contact the school if they have concerns about any aspect of their child's work.

During the autumn and spring terms parents/carers are given the opportunity to meet their child's teacher.

At the end of the summer term parents/carers receive a written report of their child's progress and achievements during the year. We comment on all subjects of the National Curriculum and also on Religious Education. We include an area for parental feedback.

In reports for pupils in Years 2 & 6, in addition to teacher assessment grades, we provide details of the levels achieved in the national statutory assessments. In year 1 we report results of the phonics-screening test. In Years 3, 4, 5 we provide Teacher Assessment levels.

Reading journals or Homework diaries are used as a tool for communication with parents regarding children's reading, in particular, and homework. Teachers check these and add comments *at least* once every two weeks when they hear a child read.

Monitoring and review

Subject co-ordinators are responsible for monitoring the implementation of this policy in line with the school improvement targets which inform the agenda for the yearly monitoring schedule. Core co-ordinators are given management time to analyse samples of children's work and to check that the policy is being implemented in the classroom.

The Governor's Achievement Committee has monitoring responsibilities, which are included in the school improvement schedule.

Types of Assessment

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing parents, governors and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments are used to:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date

- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide information about cohort areas of strength and weakness to build from in the future

Formative Assessment (Assessment for Learning)

Formative assessment is on-going assessment of children's knowledge and understanding that continually informs planning and summative assessment levels. Formative assessment is a powerful way of improving pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track children's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

Some formative assessment strategies that are used are:

- Planning with clear learning objectives by which to measure progress during a lesson
- Sharing of learning objectives with pupils
- Use of success criteria
- Questioning
- Observation of pupils at work by the teacher during lessons
- Peer and self-evaluation
- Verbal and written feedback

Self-Evaluation

Children are encouraged, during various class activities, to assess their own work in order to evaluate and improve it where necessary. Self-evaluation takes various forms depending on the age and stage of the children.

Peer Evaluation

When providing feedback, the pupil who is making the evaluation may add a positive comment or a suggestion on how the work could be improved in the future.

How Do We Assess and Record at St Edmund's?

- The 2014 National Curriculum objectives and Development Matters are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The school ensures that there is progression of skills planned in year on year.
- Lessons are planned with clear learning objectives based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.
- The Sheffield Teaching and Assessment Tool (STAT materials) are used alongside the National Curriculum (effective as of Sept 2015). These are used to make assessments for all pupils in Years 1-6 in Reading, Writing, Spelling Punctuation and Grammar (SPaG) and Mathematics. STAT is

effective in informing teachers about their pupils and enabling them to plan with clear differentiation.

- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps and targets to show where the child is and how they can make further progress. Teachers use this information when planning for subsequent lessons.
- Teachers also use assessment for learning (AfL) to provide on-going assessment, through the use of questioning and observations of pupils against learning objectives and success criteria.
- Teachers use STAT tracking grids for each child on an on-going basis to record progress and to identify next steps for learning in Reading, Writing, SPaG and Mathematics. Pupil's achievements are recorded using attainment steps. Pupils progress through the steps as they master more of the National Curriculum statements (including Key Performance Indicators (KPIs)).
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- Pupil Progress Meetings are used to identify and analyse progress and set targets, in Reading, Writing, SPaG and Mathematics for all classes in Yrs 1-6.
- Assessments are passed on to the receiving teacher at the end of each academic year.

Recording Mechanisms for School Data

In order to be able to store, retrieve and analyse school assessment data the following management information systems (MIS) will be used:

- Integris-this is the school's main MIS and stores personal information about pupils and is the tool used to transfer school information to the Local Authority and other schools. It is also used to store some assessment data.
- STAT Online-this MIS is used to support the Sheffield STAT materials that the school has adopted to support assessment of the National Curriculum.

Assessments Undertaken Across the School

Assessment and Reporting in the Foundation Stage

During the beginning of the Autumn Term, a baseline assessment of the cohort takes place, using the Early Excellence Baseline assessment package. The outcome of this baseline assessment is reported to the Department for Education.

Children in the Foundation Stage are observed regularly against the 'Development Matters' objectives, with an electronic profile created for each pupil. Observations are ongoing and recorded in many varied ways. Often, learning is captured through photographs, recorded on labels and on documents filed for each child. All the evidence for each child will help teachers make judgements on the Foundation Stage Profile which is shared with parents during parent consultations and the annual report. The judgements are stored on Integris.

Assessing Reading, Writing, SPaG and Maths in Yrs 1-6

Reading

Children are heard read regularly, either individually or as a group during Guided Reading. Teachers assess pupils by listening to them read, using STAT tracking grids and by conducting a marked reading comprehension test each half term (Rising Stars). In May, Year 2 and Year 6 pupils take additional assessments in the form of Statutory Assessment Tasks (SATs). The results of the assessments are recorded on Integris (Year 2 and Year 6 end of year SATs results) and STAT Online.

The test papers are stored in the class filing cabinet and the previous papers are disposed of each time a new one is completed. However, the SATs papers from Years 2 and 6 are kept.

Phonics Tests for Year 1

Phonics screening for Year 1 is a statutory assessment that is carried out in the Summer Term. The screening check comprises a list of 40 words that pupils read one-to-one with their class teacher. The list of words is a combination of both real and pseudo-words. There is no time limit, but the screening check should take between 4-9 minutes per pupil.

Results from the screening check will be reported to the Local Authority and will also be reported to parents (in their child's end-of-year written report). Parents will be informed as to whether their child met the required standard in the same term as the test is taken. Pupils who do not achieve the desired mark will re-take the test in Year 2. Results are recorded on Integris.

Writing

Each child will complete at least one piece of independent written work each half term in their English book. The written work will be assessed against the STAT tracking grids. Samples of written work across the school are moderated by teaching staff to ensure accurate assignment judgements are made. The results of the assessments are recorded on Integris (Year 2 and Year 6 end of year teacher assessments) and STAT Online.

Spelling, Punctuation and Grammar

Teachers assess pupils for spelling through regular spelling tests and marking their written work. Punctuation and grammar are also assessed when written work is marked and via homework tasks. Marked tests may also be used where appropriate. Teachers will also use STAT tracking grids throughout the year. In May, Year 2 and Year 6 pupils take an additional assessment in the form of Statutory Assessment Tasks (SATs). The results of the assessments are recorded on Integris (Year 2 and Year 6 end of year SATs results) and STAT Online.

Mathematics

Assessment for Mathematics, like Reading and SPaG, is on-going, using STAT tracking grids. Teachers assess pupils through observations in the classroom, marking their work in books and marked tests. The results of the assessments are recorded on Integris (Year 2 and Year 6 end of year SATs results) and STAT Online.

Y2+

Times tables tests are carried out on a regular basis and results recorded by the class teacher.

KS2

Mental Maths teaching and tests are carried out on a regular basis and results recorded by the class teacher.

Other Subjects

All other curriculum subjects are assessed by teacher assessment. Teachers will use the National Curriculum to assess pupil progress over the course of the academic year and judgements will be made using observations of pupils in class, marking their work in books against lesson objectives, and where applicable, using marked tests.

Parents receive dedicated comments and attainment information in both Science and Religious Education in their child's annual report. They will also receive, where appropriate, comments about their child's progress or achievements in the Foundation Subjects (PE, Music, Art, Design Technology, Computing, History and Geography).

ICT

2 – 3 pieces of evidence per term are kept in children's personal ICT folders, building up a bank of evidence detailing their achievements.

R.E.

The children are assessed three times a year using the 'agreed understanding' based on the RE levels from the Diocese of Westminster. Children are assessed on their

AT 1 Learning about Religion

AT 2 Learning from Religion

In the summer term a 'best fit' for each child is recorded year on year.

Analysis of Data

The Assessment Co-ordinator will collate class assessment data in Reading, Writing, SPaG and Maths from each year group at the end of each term. This information, and specifically data from Years 2 and 6, will be presented to staff and Governors.

Subject leaders collate the data from their subject from each year group's Class Profile (on either Integris or STAT Online) at the end of each academic year. They write a Subject Self Evaluation Report detailing the progress made in their subject, strengths and areas for development. The reports are shared with staff and are scrutinised by the Curriculum and Achievement Committee.

At the end of each academic year the Assessment Co-ordinator, EAL co-ordinator, PPG champion, EYFS co-ordinator and Inclusion manager carry out detailed analyses of children's achievements for Reading, Writing, SPaG and Mathematics against different focus groups such as:

- Pupil Premium Pupils
- gender
- those pupils recorded as speaking English as an additional language (EAL)
- those pupils registered on the SEND Register

The Senior Leadership Team uses RaiseOnline and Local Authority information to compare the school's performance with that of other schools both locally and nationally. This information is presented to governors, and staff will use it to inform their teaching for the coming year. The information is also used to inform target setting for appraisal for teachers for the coming academic year.

Children with Special Educational Needs

Formative and summative assessment is used to identify and monitor children with Special Educational Needs. These children are supported by the Code of Practice and will have an Individual or Group Educational Plan (IEP/GEP) and/or a statement (up to June 2016) or an Educational Health Care Plan. Their attainment will be monitored closely and according to individual needs they may require:

- additional time with a classroom assistant
- support teacher
- outside support agency

All SEND records are kept in the Inclusion Office.

Moderation

Moderation of pupils' achievements takes place regularly to ensure consistency of judgements. Teachers meet in cross phase groups to analyse children's work against STAT materials or Early Years Foundation Stage Profile. On some occasions, St Edmund's teachers will meet with teachers from other local schools who are also using STAT materials. Teachers of the same year groups will meet to moderate and conduct professional dialogues regarding their judgements of pupils'

achievements against STAT statement descriptors. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of the statutory end of Key Stage assessments and Local Authority moderation.

Reporting To Parents

Parent consultations are held twice a year in the Autumn and Spring Terms. Parents are able to use an online booking system to sign up for a ten minute interview with their child's teacher. Parents also have the opportunity to look at their child's work on these occasions.

Parents or teachers may request consultations at other times. Teachers are able to discuss the strengths and weaknesses of pupil performance with parents, but assessed papers are not given to parents.

At the end of each academic year, each parent receives an annual report for their child which comments on their child's progress across the curriculum, their behaviour and gives assessment results/judgements for the end of the year. Each parent has the opportunity to write a comment about their child's progress/annual report. The school's overall results for Years 2 and 6 are also reported to parents.

Facilitating Assessment

The Senior Leadership Team at St Edmund's acknowledges the need for accurate, current data. In order to facilitate time for these assessments there is an understanding that;

- Approximately one week of each term is set aside for assessment, although not necessarily in one unit.
For example, it may be necessary to take one day at the beginning and end of each half term.
- All teachers are entitled to Planning, Preparation and Assessment (PPA) time.
- Release or INSET time may be provided for marking of assessments, completion of paperwork and annual reports.

Storage of Assessment Information

Class Files

Class Assessment Files are kept in class and contain:

- The Assessment Policy
- Sheffield STAT Year Group Planning and Assessment Grids (including statement descriptors)
- School assessment information (latest overviews of performance)
- A class profile including: the latest Sheffield STAT tracking grids for Reading, Writing, SPaG and Maths for all pupils.
- A list containing the names of vulnerable pupils and Pupil Premium Pupils if appropriate to that class.
- Groupings within class (Reading/Maths/Writing/Spelling)
- Triggers sheet for pupils receiving interventions

Files in the Main Office

- Admission information
- Previous annual reports
- Summer term summative assessments
- Parents' feedback from reports forms
- Confidential information e.g. medical/child protection information

Class Profile on Integris

Each year group has a Class Profile. This contains:

- Overview of the class including information about FSM, SEN, EAL, date joined the school, etc
- Tracking pages for EYFS, Year 1 Phonics Test, End of KS1 and KS1 statutory test results

Class Profiles on STAT Online

Each year group has a Class Profile on STAT Online, which is used to record the progress of each pupil against the STAT statement descriptors. STAT Online is used to generate data reports and to track pupil progress.

Archive Files

These are updated once a year. Each class has a drawer in the office filing cabinet containing an individual wallet folder for each child. When an end of year assessment is placed in here, the previous assessment is disposed of, except national test papers from Y1 phonics tests, Years 2 and 6.

In addition to the above, at the end of each academic year, class teachers will select one book from pupils who are working at below age-related expectations, at age-related expectations and above age-related expectations in English, Maths and Science. Exercise books are sent home with pupils at the end of the academic year.

Review of this Policy

The Head Teacher and Assessment Co-ordinator are responsible for ensuring that staff and governors are provided with the opportunity to review this policy on a regular basis. It shall also be reviewed by the Curriculum Governors Committee.