



St. Joseph's Catholic Primary School

Assessment, Planning and Record Keeping Policy

Date of Approval	12/3/21
Date of Next Review	2 Years
Review led by	HT and Senior Leadership Team (SLT)
Approved by	Curriculum Committee
This policy should be read in conjunction with the following documents	Teaching and Learning Curriculum Subject Policies including the Early Years Foundation Stage (EYFS) Marking Policy Homework Policy Learning Environment Policy (replaces Display Policy)
Notes	



MISSION STATEMENT

St Joseph's Catholic Primary School strives to promote the education and development of all our children.

Learning through the love of Jesus Christ and empowered by his example, we celebrate our uniqueness and our distinctive gifts.

Growing in our Catholic faith we have high aspirations for all.



Aim high, live and learn with Jesus, everyone welcome



St Joseph's Catholic Primary School

Assessment, Planning and Record Keeping Policy

This policy is intended to ensure consistency across the school in terms of planning and assessment practice. Assessment should enhance learning through:

- providing information for the teacher to plan the next steps in children's learning;
- allowing pupils to take an active part in their own assessment and learning, knowing what they have achieved and what they need to work on.

The implementation of this policy is the responsibility of staff. This policy should be read in conjunction with our Mission Statement, Teaching and Learning and Marking and Presentation Policies.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Aims and Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment'.

Delivery

At St Joseph's Catholic Primary School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Formative Assessment we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
- record and report progress to parents where their children's strengths and weaknesses lie and what they need to do to improve.

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- Making use of rich question and answers
- Marking of pupils' work, particularly using green to highlight areas of success within the piece of work and pink to focus on areas for development/improvement
- Observational assessments
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success-criteria
- Peer marking against agreed success criteria and the learning objective
- Pupil conferencing

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- Termly tests and statutory end of key stage assessments for years 2 and 6
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Book monitoring by Senior and Middle leaders
- Termly 'best fit' assessment relating to the National Curriculum age related expectations reported internally at Pupil Progress Meetings
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardized summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum tests/assessments at the end of Key Stage 1

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Specific subject assessments include:

Maths

- Benchmark standardised tests used termly to show demonstrable progress.
- Weekly formative assessment against weekly learning objectives.
- Progress towards age related expectations recorded on internal 3BM spreadsheets.
- End of year assessments in KS2

ICT

- Work saved into pupils' folders onto VLE with #annotation.

RE

- Each topic is assessed using the assessment statements on the title page.
- Levelled assessments for tracking are completed throughout the year, using a 'best fit' overview from an assigned task

English

- Benchmark standardised tests used termly to show demonstrable progress in reading, grammar and spelling.
- Weekly formative assessment against weekly learning objectives.
- Progress towards age related expectations recorded on internal 3BM spreadsheets.
- Regular writing completed each term in independent writing books, all genres to be covered. YR to be assessed on independent writing at end of year.
- Y1 phonics test in June.
- End of year reading assessments in KS2

SEN

- ILPs written for children with additional learning needs.

EAL

- From September 2016 EAL children will be assessed termly on their level of proficiency in English. The British Picture Vocabulary Scale (BPVS) will be used to support this. Children will be assessed on a scale from A – E; A = New to English, B = Early Acquisition, C – Developing Competence, D = Competent, E = Fluent. They will be assigned a level using a 'best fit' approach and this information will be communicated to the DfE via the termly School Census.

EYFS

- Continually assessed against child's individual Early Years Profile.

Teacher's Planning Folder – maintained electronically on the Staff Shared Drive

For planning see T&L Policy.

This is to be maintained by teachers and will consist of:

- Timetables, groupings and information for supply teachers.
- Mid term plans - an overview of the block of work to be covered.
- Weekly Planning, indicating:

Key objectives, success criteria, differentiated tasks and activities to be followed, SEN, resources, possible targeted assessment opportunities and key questions.

Planning should be made available in cases of absence. All planning should be saved to the staff shared drive. If a teacher is absent on a Monday, then planning should be emailed to the Office as soon as possible.

Records to be passed onto the next teacher in July

- All formal assessments records
- Individual reading, Maths and science records will be available through the internal 3BM SIMS tracking sheets
- ILPs as necessary to be put in the Inclusion File
- Independent writing book
- Sketch books, Ys 1/3/5 are passed on. 2 & 4 go home and new books are given out.
- EYFS Profiles to Y1

Reporting to Parents

- Autumn - meet the teacher in first two weeks, parent information sheet given out.
- Autumn and Summer - parent consultations.
- Reports go out prior to the end of the Spring Term.
- Opportunities will be made available to view children's books and to discuss reports if required
- End of Key Stage results are reported to parents.

Forwarding Reports to Secondary School

Year 6 teachers meet with secondary schools to exchange relevant information. Personal files, TA and test results are sent in line with statutory requirements.

Head/ Deputy/ Middle leaders monitoring

The Head, Deputy and Middle Leaders carry out classroom observations, all curriculum teams monitor books once per year.

Monitoring and Evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body.