



The Federation of Sacred Heart Catholic School and St Mary's Catholic School

Assessment Policy

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other stakeholders
- to complete a critical self-evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Sacred Heart and St Mary's School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans and differentiate objectives to meet the needs of the pupils
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make (see Formative Feedback Policy)

- Provide relevant and challenging improvement prompts in accordance with The Formative Feedback Policy, in numeracy and literacy, on a regular basis and ensure that children respond to these
- Share areas of development with parents at least three times a year, to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with The Formative Feedback Policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess reading, writing, maths, science and RE regularly using Target Tracker and be able to confidently support judgments made, with relevant evidence, especially those working below or above the national average
- Pass on assessment information via the pupil profile folder to the next class teacher so children can be tracked as they progress through the school
- In the Foundation Stage we will assess children through written observations of children's learning both independently and during focused activities, photographic evidence, video evidence and in liaison with children's parents and carers.

Use Assessment for learning strategies such as:

- Working walls
- Improvement prompts
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Mini plenaries
- Cooperative improvement

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Sacred Heart and St Mary's School will include

1. Data from nationally standardized summative assessments

- Foundation Stage Profile
- Baseline assessment
- Year 1 Phonics test
- Key Stage 1 tests and teacher assessments against the interim framework

- Key Stage 2 tests and teacher assessments against the interim framework

2. Formative assessments

- Target Tracker statements for Maths (St Mary's)
- NC Key Objectives Maths Spreadsheet (Sacred Heart)
- Writing NC assessment grids (R-6)
- Target Tracker steps (Beg, Beg+, Working Within, Working Within+, Secure, Secure+)
- Assessment for learning strategies
- Writing Portfolios (St Mary's ONLY)
- Classroom tests e.g. spelling tests, time tables tests
- Teacher assessments of reading through guided reading tasks
- In the Foundation Stage teachers will complete Target Tracker statements and steps each half term according to the FS age ranges.
- In the reception classes teachers will also assess children's phonic knowledge and complete both phonics tracker documents and record children's reading stages each half term.

3. Summative assessments

- NFER baseline and end of year tests (Yrs 3,4,5)
- Puma maths tests (termly- Yrs 1,3,4,5)
- Rising Stars reading and GPS tests in KS2 (half termly Yrs 1,3,4,5)
- CGP maths, grammar and reading tests in (Year 2+Year 6)
- Accelerated Reader- (Years 3-6 SH ONLY)
- Phonics practice screening tests (each half term)
- Foundation Stage baseline (Nursery and reception classes) within the first six weeks of children starting school.
- Early Years foundation Stage Profile.

Pupil progress meetings

Teachers will meet with senior leaders once a term to look at the progress of the children in their class. Evidence of pupil progress will be via current assessments, data, books and observations. Details from the meeting will be recorded on the pro forma in appendix 1. Follow up from Pupil Progress meetings could include:

- Meeting with parents
- Additional interventions
- Involvement from outside agencies
- Monitoring
- Pupil conferencing

Data tracking

Teachers

Class teachers will regularly assess pupils using Target Tracker and the steps system using their knowledge of the new curriculum and current age related expectations for their year group. This is an ongoing process which feeds back into the planning.

Similarly in the Foundation Stage teachers will assess using TT stapes in addition to TT statements, according to age ranges.

Subject Leaders

Teacher assessments inform SLT/subject leaders' whole school analysis of progress and attainment, term on term, year on year. Assessments are standardised across each school and the federation on a regular basis as part of the monitoring cycle.

Governors

Analysis of progress and attainment is shared with governors on a termly basis.

To achieve this, at Sacred Heart and St Mary's School we will:-

- follow the Assessment cycle and update the data on a regular basis into Target Tracker
- use information to identify percentages of children, and groups, working at each band within a cohort
- analyse the data for individuals and groups and use the information to identify intervention groups, including those pupils who are more able, those with special educational needs or English as a second language as well as those in receipt of Pupil Premium Funding.
- set targets for maths, reading, GPS and writing for Year 1, Year 2, Year 5 and Year 6 and share this information with the SIP, headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues across the Federation to moderate and assess writing every term
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future areas for development. The annual reports will be written so that they have a positive effect on pupils' progress, learning behaviours, motivation and self-esteem.

At Sacred Heart and St Mary's School we will:-

- Provide opportunities for two parent consultation evenings so that teachers can share areas for development;
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

Members of SLT in charge of assessment and monitoring:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain pupil progress data
- Consult with staff about the targets set
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the schools and the Federation. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

As part of the process, Sacred Heart and St Mary's we will:

- Use NC Writing Assessment grids and the interim teacher assessment framework
- Meet regularly to moderate writing assessments within school, the Federation and across other schools in the authority (and within the Catholic Network)
- Moderate work through planning and book scrutinies, feeding information back to relevant members of staff
- Participate in moderation schemes in the Local authority for EYFS, KS1 and KS2
- In addition teachers will moderate across the Nursery and reception year groups, within school, across the federation, with other schools in the borough and with schools in other boroughs. Moderation will cover all areas of learning with the main

focus being on the prime areas of learning (Communication and Language, Physical Development and Personal, Social & Emotional development) and the specific areas of learning (Literacy and Mathematics).

January 2017
CM, NB and VW

Appendices

Formative feedback policy

Timetable for assessment

Pupil progress pro-forma

Federation Writing Assessment grids (R-6)