



# Assessment Policy

St. Joseph's Catholic Primary School  
January 2010



This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Joseph's:

At St. Joseph's  
we live, love and learn  
by the example of Jesus

It is also important to appreciate the importance of assessment in enabling our learners to achieve the '5 outcomes' as outlined in *Every Child Matters*.

Through appropriate learning and assessment experiences, we aim to ensure that our learners:

- ✚ Are safe
- ✚ Are healthy
- ✚ Achieve economic well-being
- ✚ Enjoy and achieve
- ✚ Make a positive contribution

St. Joseph's Catholic Primary School is a Christian community embracing a partnership between the school, home and parish. It offers to each member the opportunity to grow in knowledge of the Father through Jesus His Son with the guidance of the Holy Spirit, fostered through prayer, worship and awareness of the Scriptures.

We believe that every individual is uniquely created and loved by God and therefore has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability. The children will be helped to appreciate that they are members of God's wider world in its richness and diversity.

Our Curriculum provides a Catholic Christian setting in which all children have an equal opportunity to grow in the acquisition of skills, attitudes and values.

## Rationale

At St. Joseph's Catholic Primary School we believe in upholding the dignity and value of each individual, therefore any methods used to assess the performance of pupils must respect the individual's worth. We believe each child is entitled to the same opportunity within all aspects of school life. Assessment is one way in which we can assure this is happening.

Assessment helps us to identify the needs of every individual pupil. This information will help us to plan future learning experiences and to facilitate continuity and progression between years and institutions by providing information for other teachers. We will have evidence of what the child knows, understands and can do and wherever possible we will involve pupils in the reviewing of their own progress. This gives us, and the pupils, the opportunity to recognise and give credit to a wide range of achievements, and to help the pupils identify areas where more development is necessary.

At St. Joseph's Catholic Primary School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing.

It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the cohort, against the LA and the National. Our assessments will also provide information for others including:

- ✚ Parents to show progression/concerns, and involve them in the teaching process
- ✚ Other teachers and staff to help them plan and gain informed views
- ✚ Outside agencies to provide hard evidence of attainment
- ✚ SEN Subject Leader to provide concrete evidence of attainment
- ✚ The Governing Body
- ✚ The Local Authority (SIP)

Assessment is viewed as essential to, and an integral part of effective teaching and learning at St. Joseph's.

The purpose of assessment is to provide information for a range of audiences as listed above.

Assessment at St. Joseph's should be:

- ✚ Positive
- ✚ Manageable
- ✚ Useful and used
- ✚ Consistent

## Aims

To gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels.

- ✚ To gather information to inform teachers what will be taught next.
- ✚ To ensure that assessment and recording is an integral part of the school's Performance Management system.
- ✚ To provide information to inform the school's strategic planning.
- ✚ To track individual progress.

Assessment will be used in the following ways:

- ✚ formative - the information gained "forms" or affects the next learning experience.
- ✚ diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- ✚ evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- ✚ summative - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment at St. Joseph's is characterised by:

1. Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from
  - ✚ Foundation Stage (Foundation Stage Profile) to Key Stage 1
  - ✚ Key Stage 1 to Key Stage 2
  - ✚ Key Stage 2 to Key Stage 3
  - ✚ From one year group to the next within the school
  
2. To analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:
  - ✚ from ethnic minorities
  - ✚ with special educational needs
  - ✚ boys and girls
  - ✚ with English as an additional language
  - ✚ travellers
  - ✚ on free school meals
  - ✚ pupils who are looked after by the local authority.

## Monitoring and Evaluation

The Assessment Leader and Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

### APP (Assessing Pupil Progress)

At St. Joseph's we are currently involved in a pilot scheme entitled Assessing Pupil Progress (APP) which is a structured approach to periodically assessing mathematics and reading and writing so teachers can:

- ✚ track pupils' progress through Key Stage 2
- ✚ use diagnostic information about pupils' strengths and weaknesses.

Using APP materials teachers can make level judgements for each of the following National Curriculum attainment targets (ATs):

- ✚ reading
- ✚ writing
- ✚ using and applying mathematics
- ✚ number
- ✚ shape, space and measures
- ✚ handling data

Based on the assessment focuses (AFs) that underpin National Curriculum assessment, the APP approach improves the quality and reliability of teacher assessment. It has proved to be robust, manageable and effective in practice and we envisage that it will be a welcome addition to our Assessment procedures currently in place.

## Current Assessment Procedures at St. Joseph's

### 1. Statutory Assessment

#### a. Teacher Assessment

For every child in the final year of Key Stage 1, a teacher assessment must be made of the level achieved in English, Mathematics and Science. TA levels must be recorded before the end of the summer term. For each child in the final year of Key Stage 2, teacher assessments in the core subjects must be completed in the summer term. Records of assessment in core subjects will be passed on to the next teacher/school at the time of transfer as well as levels for all Foundation Subjects.

## b. Tests

Standard tests in English and Maths at Key Stage 1, must be administered in accordance with the instructions from QCA. The results must be recorded before the end of the summer term. For each child in the final year of Key Stage 2, tests in the core subjects must be completed in the summer term following a given timetable during a specified week.

Records of assessment in core subjects will be passed on to the next teacher / school at time of transfer.

c. The Foundation Stage Profile will be completed in accordance with the County guidelines.

## 2. Internal Assessment

In addition to the statutory requirements other assessments will be carried out.

They are as follows:

- ✚ Standardised Reading Test using The Suffolk On-Line Reading test (Testwise) for Years 2-6. These tests are administered twice yearly (September/October and February)
- ✚ Optional QCA tests in English and Mathematics for years 3-5
- ✚ R.E. Assessments based on the here I Am scheme of work (3 per term)
- ✚ ICT Assessment sheets completed for each ICT topic (Years 1-6)
- ✚ Science Assessments for each Science topic undertaken (half-termly)
- ✚ Regular Creative Writing Activities/Tasks which are levelled appropriately

In addition to the above, teachers will undertake weekly assessment in a variety of ways including:

- ✚ Reading Journal entries
- ✚ Spellings tests
- ✚ Mental Maths/Multiplication Tables tests

All test results will be collated on an individual basis annually to facilitate tracking and target setting. Data will include the mark, level and standardised score. It will be stored in the Head teacher's office in the Assessment folder and staff will be provided with copies pertaining to their particular year group. The SEN Leader will be given copies of all assessment results.

All SAT/QCA papers (Y2 – Y6) will be analysed by the relevant class teachers/subject leaders. Results of the analysis will be shared with staff and will have impact on short/medium term planning.

## Teacher Assessments

Teacher assessments should:

- ✚ Give all pupils the opportunity to demonstrate what they know, understand or can do.
- ✚ Use a variety of assessment techniques.
- ✚ Be carried out as part of normal classroom activities; use both formal and informal assessment opportunities.

## Verbal Assessment

The school will make effective use of verbal assessment. Teachers will:

- ✚ use questions to check understanding at the beginning of lessons, e.g. “Think of three things you can remember from our last lesson about.....”
- ✚ make explicit to pupils the purposes of the lesson, e.g. “By the end of the lesson you will be able to.....”
- ✚ use different types of questioning to enable pupils to self assess.

Teachers will use a range of closed and open questions. Teachers will:

- ✚ Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- ✚ Use the plenary to check understanding and reinforce learning.
- ✚ Conference with pupils so that they know what it is they need to improve.
- ✚ Provide opportunities for pupils to review their achievements.
- ✚ Mark/respond to pupils' work (using the Marking Policy guidelines/symbols) including points for improvement (YT – Your Target) and annotation for other adults such as teachers, parents and carers on the pupils' work.

## Short-Term Recording

Teachers make assessment notes on their short term planning sheets as to achievement and the need for further consolidation. The notes will:

- ✚ Help planning at short and medium-term levels
- ✚ Be useful when talking to another teacher/SENCO or in identifying particular problems
- ✚ Inform the teaching approach

- ✚ Inform the grouping of pupils
- ✚ Inform the choice of resources

## Long term Recording/Target Setting - Assessment Manager 7

St. Joseph's has recently adopted Assessment Manager 7 (via SIMs) in order to enable us to track pupil progress throughout the school in a more rigorous way. This enables both individual/group progress to be tracked and also provides teachers with targets for each of the core subjects (English, Mathematics and Science) along with ICT and Science.

Not only this, but it allows teachers to compare performance within English so that Speaking and Listening, Reading and Writing can be analysed separately.

Whilst we are currently in the initial stages of using AM7, its impact for the future in terms of data analysis and pupil tracking cannot be underestimated.

## Data Analysis

At St. Joseph's we are very keen to use all of the data available to us in various forms to track progress and set targets. Hence, the school uses the following sources of information towards this end:

- ✚ Raise On-Line (Contextualised)
- ✚ Fischer Family Trust Data (Contextualised)
- ✚ Local Authority Data
- ✚ MIU Data

The SLT use all of the above data sources to provide the school with an overview of the progress of both individuals and cohorts on a local/national basis and this ensures that the school is continually striving for further improvement in terms of performance.

## Work Sampling

As part of our monitoring programme, work sampling takes place for all core subjects, including RE, on a termly basis. We have also recently started a rolling programme for monitoring and work sampling of the Foundation Subjects. When a Foundation Subject is in focus we will be looking at assessment opportunities for that subject. Our aim is to eventually have a whole school approach to the assessment of Foundation Subjects as we have for the core subjects.

## Review

This policy was reviewed and updated in January 2010

Review Date: September 2010.

