



# St Joseph's Assessment Policy

June 2019 (Updated October 2019)

## ***Our Mission statement***

*We are proud of our school as a place of learning, prayer and happiness,  
Hand in hand with God, Our Lady and St Joseph,  
We promise to work hard and be kind to one another.  
When we know and love God we grow stronger in faith.  
Hand in hand with God we learn.*

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. The purpose of any assessment is to be meaningful, as a result improving learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school for reading, writing and maths, and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

## **Aims**

- Ensure that all children make at least good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

## **Roles and responsibilities**

### **Governors**

- Monitor whole school data.
- Monitor assessment practices in school.

### **Senior Leadership Team**

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse in-year and end of year data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice, including external moderation.

### **Assessment Leader**

- Analyse in-year and end of year data for school improvement and reporting.
- Inform Curriculum Leaders of key areas for development, identified from data analysis.
- Ensure Insight are kept up to date.
- Assessment section of the website to be kept up to date.
- Lead and monitor whole school assessment practices.

### **Subject Leaders**

- Analyse formative assessment termly
- Question Level Analysis based on termly assessments

### **SENCO**

- Set individual targets for children with SEN
- Track progress of children with SEN-focusing on individual targets

### **Teachers**

- Regularly use ongoing formative assessment (updating Insight Objective Tracker).
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.
- Moderation internally and externally.

### **Teaching assistants**

- Provide feedback to teachers on pupil progress and attainment.

## Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.
- Check the website for assessment updates.

## Pupils

- Take ownership of their learning, working hard to achieve their targets.
- Respond to teacher feedback in books.

## How assessment outcomes are collected and used

### We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- Nationally standardised summative.

## In-school formative assessment

### Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

### Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback

We use 'Focus - Assessing Beyond Levels' to support our formative assessment methods.

The end of year age-related expectations are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression.

Planning is focused on the end of year expectations, but steps are put in place for children who are working outside the year group they are in - they will be assessed against a previous year group's expectations.

As children demonstrate skills towards end of year expectations, it is recorded into Insight Objective Tracker using a colour [key](#). Staff input this information regularly, with the expectation that at the end of

each term, children have been assessed against each expectation in order to show progress and areas for development. This information **supports** summative assessment.

	Not achieved
	Partly achieved
	Achieved
	Exceeded
	Not assessed

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through the expectations of the curriculum but ensure that all aspects of the age-related expectations are mastered before moving them on.

### **Marking and Feedback**

Children respond positively to immediate and effective feedback. Where possible, children will receive verbal feedback (VF), in order to move their learning forward. In all marking, pink and green highlighters are used - green for things that have been done well and pink for areas that could be developed further. Yellow highlighters are used for both self and peer assessment. When a child edits their work, they use a polishing pen.

**ENGLISH** - the expectation is that children will receive developmental feedback during each phase of the writing process. When marking a Cold Write, targets are set which are then assessed on a Hot Write.

**MATHS** - the expectation is that children will receive written developmental feedback at least once a week.

**RE** – Driver words taken from the diocese end of year expectations will drive learning in lessons. Teachers will use these words to mark and assess children’s learning in each lesson.

**BURST AND BLASTS** - this may be self/peer-assessed or marked by a member of staff.

**SCIENCE AND TOPIC** – title will be an ‘I can...’ which is highlighted at the end of the lesson to indicate whether a child has achieved the objective or not. Written feedback is given when appropriate.

**HOMEWORK** - this may be self-assessed or marked by a member of staff.

### **Effective question and answer techniques**

Asking children questions is a vital part of the pedagogical process. Our staff use a range of question types in order to deepen children’s knowledge and understanding.

### **In-school Summative Assessment**

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a topic, term or year and provide ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

For each child in reading, writing and maths, they are assessed as either working below, working just below, on track or at greater depth (see table below). A child will be making expected progress if they stay within the same band. For example, if a child is working on track throughout the year, that would be expected progress. The formative information on Insight Objective Tracker, demonstrates specific progress made against individual expectations. Information is put into the school tracking system (Insight) by teachers once per term.

	<b>Description</b>
<b>WB</b>	This child is working on ARE for the year group they are in. They can access the curriculum with scaffolded learning and support.
<b>JB</b>	This child is working on ARE for the year group they are in. They need some support in various forms in order to achieve expectations. Evidence of application can be a little inconsistent.
<b>OT</b>	This child is working on ARE for the year group they are in. They can apply skills independently, most of the time.
<b>GD</b>	This child is working on ARE for the year group they are in. They can apply skills independently across the whole curriculum and within problem solving situations.
<b>Children working outside</b>	This child has an MEP. They are working on a curriculum below the year group they are in. Judgements will always be made after discussions with the SENCO.

## **Use of tests in school**

**Maths** - Termly tests for KS1 and 2 from NFER. White Rose Block Assessments used at the beginning and end of a unit to inform planning and progress.

**Reading** –Termly tests for KS1 and 2 from NFER.

**SPAG** – Termly tests for KS1 and 2 using online resource SPAG.com and NFER.

## **How results of summative assessments are tracked through school**

Data from summative teacher assessments and judgements are entered into Insight - this is done termly for English, Maths and RE. The SLT use Insight and Insight Objective Tracker to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The tracker highlights children who are working below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders, including parents, governors and Ofsted.

## **Nationally standardised summative assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

### **The nationally standardised assessments are:**

- Reception baseline check
- Year 1 phonics screening test
- end of KS1 SATs in English and maths (end of Year 2)
- end of KS2 SATs in English, maths and science (end of Year 6)

### **Assessing Science and Foundation Subjects**

Science is teacher assessed at the end of each unit, identifying whether a child is working towards, on track or working at greater depth. For foundation subjects, key expectations are assessed against at the end of a topic week (Insight Objective Tracker).

### **Assessing children with SEND**

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. For children working outside their year group's expectations, B Squared is used in order to track small steps of progress. Children working within their year group will need to demonstrate understanding of key expectations.

Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs. All children with SEND have individual targets which reflect their academic abilities.

### **Assessing the most able children**

Children who achieve all of the expectations for their year group, before the end of the year, will be expected to demonstrate knowledge and understanding in greater depth and in a variety of contexts. Only in exceptional circumstances will a child be moved onto the next year group's expectations.

### **Assessing children in EYFS**

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

## **Assessment and Recording for RE**

*“The purpose of assessment, recording and reporting in Religious Education is to ensure effective learning, to celebrate growth and achievement and enable further progress.” NBRIA 1997*

We assess the pupils understanding of the topics at the end of each lesson using driver words. Teachers and pupils discuss next steps and set a target for the next topic. At the end of each unit, the children demonstrate their understanding of the expectations by giving examples based on their learning from the specific topic.

One topic every term has an in-depth assessment which includes the pupils doing a specific task. The RE co-ordinator collects this in with an example of working towards, on track and greater depth work.

Informal assessment is done on a day-to-day basis, relying on individual teachers’ professional judgement. This includes notes from observations, comments on children’s work (green highlighters identify success, pink highlighters are not used in RE books), outcome of tasks and discussions in class.

At the end of each term, teachers make an overall judgement of each child’s level of attainment and this is entered into the school’s tracking system.

## **Reporting**

Parents are informed of their child’s progress through discussions at parent’s evenings and the annual report. They are given a letter at the beginning of each term broadly telling them of themes and topics to be covered - this helps children, parents and the school to know and discuss any work or points arising. Parents also get information about whole school and class Masses and class Liturgies to enable them to share and celebrate as part of the school community.

## School Year Assessment Overview

	SLT	Class Teacher
<b>Advent 1</b>	<ul style="list-style-type: none"> <li>Moderate new baselines</li> <li>Report to governors/other required bodies.</li> <li>Teacher performance management-set targets.</li> <li>Data check</li> <li>Teachers to meet with Deputy to discuss Venns</li> </ul>	<ul style="list-style-type: none"> <li><b>FS baseline</b></li> <li>Venns</li> <li>Pupil progress/target-setting meetings.</li> <li>Parent Meetings in teams to discuss expectations</li> <li>English moderation in year groups</li> <li>Insight Objective Tracker – ongoing</li> <li>White Rose Block Assessments - ongoing</li> </ul>
<b>Advent 2</b>	<ul style="list-style-type: none"> <li>Analyse data/moderation.</li> <li>Pupil progress meetings.</li> <li>Parents' Evenings</li> <li>Analysis of external data</li> </ul>	<ul style="list-style-type: none"> <li>Parents' Evenings</li> <li>Input end of term data into Insight</li> <li>Insight Objective Tracker – ongoing</li> <li>White Rose Block Assessments - ongoing</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>NFER</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>Teacher performance management reviews</li> <li>Data check</li> </ul>	<ul style="list-style-type: none"> <li>White Rose Block Assessments - ongoing</li> <li>Teacher performance management reviews.</li> <li>Insight Objective Tracker - ongoing</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>Y2 and 6 SATs Practice papers</li> </ul>
<b>Lent 2</b>	<ul style="list-style-type: none"> <li>Analyse data/moderation.</li> <li>Pupil progress meetings (including a review of interventions).</li> <li>Parents' Evenings</li> <li>Report to governors</li> </ul>	<ul style="list-style-type: none"> <li>Input end of term data into Insight</li> <li>Parents' Evenings</li> <li>Insight Objective Tracker - ongoing</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>SATs Papers Y2 and 6</li> <li>NFER</li> </ul>
<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>National testing in Y2 and Y6.</li> <li>Y2 and Y6 teacher assessment against interim frameworks</li> </ul>	<ul style="list-style-type: none"> <li>National testing in Y2 and Y6.</li> <li>Y2 and Y6 teacher assessment against interim frameworks</li> <li>Insight Objective Tracker - ongoing</li> </ul>
<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>Y1 phonics test.</li> <li>Data analysis-update SIP following this</li> <li>Moderate end of year data</li> <li>Report to governors</li> </ul>	<ul style="list-style-type: none"> <li>Transition</li> <li>Finalise teacher assessments – input into Insight.</li> <li>End of year reports to parents</li> <li>Insight Objective Tracker - ongoing</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>Maths, Reading, Spelling and Grammar NFER Y1, 3, 4 and 5</li> </ul>