



# St James the Less RC Primary School Assessment Policy

Autumn 2019

## **Our Mission Statement**

- S**afe and secure in our friendly catholic school
- J**oyful and happy with Jesus in our hearts
- T**o be the best that we can be
- L**ove and respect for the uniqueness of everyone

This policy should be read in conjunction with our 'Feedback and Marking' and 'Teaching and Learning' policies and school Charter.

### **1. Rationale**

At St James the Less RC Primary School 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 work on.

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.

### **2. Aims and objectives**

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

### **3. Types of assessment:**

At St James the Less RC Primary, we use a combination of formative and summative assessment as outlined below:

#### **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of raising 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 the child'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.

### **Summative Assessment - Assessment of Learning**

Summative assessment (Assessment of Learning) is important for informing both parents 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:

- 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, KSI, Year 1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

### **4. Planning for assessment**

- The National Curriculum (2014) Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- 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 format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.
- Assessment Schedule (see Appendix 1)

### **Assessment and Reporting in the Foundation Stage**

**Long Observations:** three to four children are identified each week and a long observation will be carried out on these children. This involves following the child for approximately ten minutes and documenting what they do. This is then analysed against the 'Development Matters' objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for, for the following week.

**Short observations:** these are spontaneous 'capture the moment' short observations. Teachers and support staff document what the child has done e.g. Amy made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are recorded using 2Simple software and evidenced electronically and in pupil journals. Filing of other evidence is carried out at regular intervals.

Both the long and short observations are used to provide evidence to assess and fill out the Foundation Stage Profile.

**Learning Journals:** Evidence is collected and added to learning journals throughout the year with exemplar pieces of work mainly done independently by the children. They provide key evidence in support of the profile points, which provides a record of attainment for each child.



**Focus Activity:** during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

### **Assessment and Recording in Key Stage 1 and 2**

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- St James the Less currently use county produced assessment materials for reading and writing and core subject areas.
- Year group targets set expected National Curriculum levels by the headteacher for individual children to reach at the end of each academic year.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests including Testbase, NFER and optional tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- The SEN Register and Intervention Trackers ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Reviews with the headteacher or deputy headteacher are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Pupil Progress Profiles and KLIPS tracking grids for reading, writing and maths are kept by each class teacher in the class assessment folder, which is passed on to the receiving teacher at the end of each academic year.

### **5. Assessment Methods/Materials:**

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests (including optional tests for Years 3-5) are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths. These results must **not** be used to assign levels.

**Assessing Reading**— this assessment must be ongoing, daily and weekly and evidence (teachers or teaching assistant's notes) of how a child can decode, interpret texts, and authors use of language and techniques must be collected weekly. Again this ongoing assessment will help to focus future guided reading sessions and also may influence planning of English lessons so that progress of children will be made. In Y2 and Y6 past reading papers could be used alongside this day to day data to determine age related expectations at the end of the term.

### **6. Moderation**

Regular moderation of assessment takes place each term to ensure consistency. Teachers meet as a staff, led by the relevant subject leader, to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and are often subject to local authority moderation.

### **7. Review:**

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.



In order to carry out this evaluation, the headteacher will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis is kept centrally in headteacher's office in monitoring files.



## Appendix I : School Assessment Schedule – 2019 - 20

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• On entry data for Foundation Stage Profile Reception – development matters and PIPs or equivalent approved baseline</li> <li>• Senior Leaders analyse SATs results</li> <li>• Class data updated from summer and end of year targets set</li> <li>• Class assessment folder updated (on-going)</li> <li>• NFER Optional Tests Y3 – Y5</li> <li>• Data review meeting with LA</li> <li>• Parents’ Evening replaced with meet the teacher in which parents can see work as well</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Pupil Progress Reviews with headteacher</li> <li>• SEN intervention trackers reviewed by SENCO</li> <li>• Individual and class intervention trackers produced</li> <li>• SEN Reviews</li> <li>• Moderation of writing and maths led by subject leaders</li> <li>• Class assessment folder updated (on-going)</li> <li>• Optional Tests Y3 – Y5</li> <li>• Y1 – Y6 Times Tables Summary</li> <li>• <b>DATA DEADLINE – week before final week in school</b></li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Class profiles updated</li> <li>• Class assessment folder updated (on-going)</li> <li>• KS1 and KS2 SATs targets reviewed.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Class profiles updated</li> <li>• Pupil Progress Reviews</li> <li>• SEN intervention trackers reviewed by SENCO</li> <li>• Individual and class intervention trackers produced</li> <li>• Moderation of writing and maths led by subject leaders</li> <li>• SEN Reviews</li> <li>• Class assessment folder updated (on-going)</li> <li>• <b>DATA DEADLINE – week before final week in school</b></li> <li>• Y1 – Y6 Times Tables Summary</li> <li>• Parents’ Evening – look at work samples</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Year 6 SATs and continual gathering of teacher assessment of writing</li> <li>• Year 2 SATs (on-going throughout the half term)</li> <li>• Local Authority SATs moderation meetings for Reception, Year 2 and Year 6 if necessary</li> <li>• Class assessment folder updated (on-going)</li> <li>• Optional Tests Y3 – Y5</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Year 1 Reading Test</li> <li>• Class profiles updated</li> <li>• Pupil Progress Reviews</li> <li>• SEN intervention trackers reviewed by SENCO</li> <li>• Individual and class intervention trackers produced</li> <li>• Report EYFSP to Local Authority</li> <li>• Report Year 1 Reading Assessment results to Local Authority</li> <li>• Report Years 2 SATs results to Local Authority</li> <li>• Report all results of statutory assessments to parents</li> <li>• Annual reports sent to parents</li> <li>• End of year Parent Transition Meetings for SEN</li> <li>• Class assessment folder updated in preparation for class handover meeting (on-going)</li> <li>• Class handover meetings (current teacher meets receiving teacher to share information)</li> <li>• <b>DATA DEADLINE – week before final week in school</b></li> <li>• Y1 – Y6 Times Tables Summary</li> </ul> <p>YR / Y1 / Y2 / Y6 all have specific reporting dates that are advertised on school portal in this term</p>



## Appendix 2

### Portfolios

Curriculum changes require careful implementation and tracking. The creation of portfolios should answer the following questions

- Is the subject coverage in line with the new national curriculum?
- Is there evidence of skills coverage in the samples of work?
- Does the work match to the child's age related expectation?
- Is there progression from one year to the next?
- Is there progression in the child's learning?

The Curriculum Leader is responsible for ensuring subject leaders are gathering appropriate evidence to answer the questions above.



## Appendix 3

### KLIPs

Lancashire Education Authority have developed a series of assessment forms for the national curriculum. These forms are called KLIPs which stand for Key Learning Indicators of Performance. KLIPs help teachers identify a child's performance in relation to the national curriculum and therefore the child's Age Related Expectation (ARE). Essentials are also underlined in each KLIPs form as a focus point for that specific ARE. KLIPs are used from Year 1 up to Year 6.

All teachers should complete a KLIPs A3 summary sheet for their assigned pupils for Reading / Writing / Maths throughout the year to ensure it is fully updated by the mid-point of the summer term. Any child who is not able to access the year group ARE must have an individual KLIPs sheet completed with a year group they are able to access

### **Completion of KLIPs sheets require the following protocols:-**

- Care should be taken to recognise KLIPs as a **learning** record not a teaching record. Therefore, please ensure you devise suitable activities to check children understand. This is usually best done as a review of learning on a weekly basis
- When a child is secure in a particular Key Learning it should be **ticked** and **dated** on the summary A3 sheet
- Written assessment evidence is not essential but the date is expected to correspond with some teacher records such as:
  - Informal teacher records
  - Children's work in books
  - Annotated teacher plans
  - Any other record kept by teacher

### **Managing Records – Hardcopy and Electronic**

It is the teacher's responsibility to ensure assessment records are correct for all pupils but teaching assistants should be expected to support record keeping. For example- if key learning has been demonstrated by the majority of pupils as secure with only a handful of pupils not secure then it would be reasonable for the teacher to hand the list of children not secure to the teaching assistant and (assuming registration awareness) update the KLIPs forms as expected, taking account of which children not to identify. The teaching assistant should then check any record requirements for pupils working outside of ARE