



# **SS. Osmund & Andrew's RCP School**

## **Assessment Policy**

***Together in Love, Growing in Faith, A Journey of Hope.***

***Together in Love, Faith and Hope.***

This policy will be reviewed in line with the policy review schedule

## **Mission Statement**

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community. We Grow Together in God's Love.

## **What is the Rationale of this policy?**

At SS Osmund and Andrew's Primary School the key purpose of assessment, recording and reporting is to improve the quality of children's learning. Assessment and record keeping are used to provide information about individual children, which will enable staff to plan for future learning and so improve attainment. Our reporting process keeps staff, parents, pupils and other agencies informed of an individual's progress.

## **What does assessment do?**

- Inform planning, recording and reporting.
- Identify strengths and next steps in learning.
- Ensure consistency throughout the primary years.
- Motivate pupils and raise standards of achievement.
- Recognise the wider curriculum and personal and social development (P.S.H.E.).

## **What are the Statutory Requirements For Assessment and Reporting Arrangements?**

Headteachers have a duty to secure the implementation of the national curriculum and assessment arrangements in their school. Teachers have a contracted duty to comply with the statutory arrangements. At SS Osmund and Andrew's Primary School the arrangements for undertaking assessments are as follows:

**Baseline Assessment:** We use the Reception Early Excellence Baseline Assessment. These are undertaken with pupils during their first two weeks in school. Teachers use the results of the baseline assessments to plan an appropriate curriculum for pupils. We participate in our own audit procedures for moderation, and those of the LA.

**Year 1 Phonics Screening Test:** The Year 1 teachers are responsible for the administration the Phonics Screening Test in June. They are used to assess phonic knowledge against national scores. Children who do not meet the test's threshold are required to retake the test in Year 2, again in June.

**End of Key Stage 1 assessment:** The Year 2 teachers are responsible for the administration of End of Key Stage 1 optional assessments in line with Year 1, 2, 3, 4 and 5. They are used to assist in target setting for individuals, class groups, key stages and the whole school. They help to inform planning and evaluate class learning. We participate in our own audit procedures for moderation, and those of the LA.

**Year 4 Multiplication Tables Check:** The Year 4 teachers are responsible for administration of the Multiplication Tables Check assessments in June. They are used to assess times table knowledge against national scores.

**End of Key Stage 2 statutory assessment:** The Headteacher and the year 6 teacher are responsible for the administration of the End of Key Stage 2 statutory assessments in May. The Headteacher and the year 6 teacher take responsibility for the administration of the assessment papers, under exam conditions in school. We participate in our own audit procedures for writing moderation, those for CFOS and those of the LA.

### **How do we set targets?**

The Governing Body sets annual performance targets for the end of Key Stage 2 in English and Mathematics, in consultation with the staff. Analysis of assessment data from statutory assessment and other formal summative tests informs the setting of these targets. Each child has targets. These are set from the tracking documentation where it is assumed that the child must make at least 6 steps progress in a year. The child is set a target at the start of every lesson, in the form of a learning objective (WALT – See Marking Policy).

Individual targets are alongside the Head and Deputy Head Teacher in September, looking at where the child is and what is needed to achieve a challenging End of Year target to ensure progress and attainment.

### **What do we do with assessment data?**

Data is analysed by the Head teacher and the SLT. The data is analysed to monitor the attainment and progress of class, key stage and whole school cohorts. The issue of groups such as gender and AGT is considered in the analysis. For example, staff focus on vulnerable groups and this feeds into their cycle of assess-plan-do-review.

The SLT meet regularly to look at the data and suggest ways of improving the attainment of our pupils. Children who underachieve in SPAG, Writing, Reading and Mathematics are identified each term and targeted with action to help them progress.

SLT meet with class teachers to discuss the outcomes of the assessments and agree interventions where necessary.

The data is up-dated and reviewed regularly. The data is stored centrally on 'Target Tracker'. Class teachers have copies of data analysis which is relevant to their pupils.

Parents are involved through discussions with staff about their child's progress, usually at Parents' Evening, but also in other meetings and communications that are set up. In the case of pupils with SEN, parents are involved in regular review meetings.

### **How do we plan for assessment?**

Effective assessment arises from the setting of clear intended learning objectives (WALT) and success criteria (WILF) at the planning stage. (see Feedback and Marking Policy for WALT and WILF). This is implemented through formative classroom strategies which include:

- Formal and informal observations
- Open ended questioning
- Talking with and listening to pupils
- Giving pupils feedback about what they need to do next
- Marking work (see Marking Policy)
- Formal and informal tests

Pupils are involved in the assessment process as part of formative assessment and are encouraged to develop self-evaluation skills as part of the assessment for learning process. At SS Osmund and Andrew's we realise the importance of providing focussed and positive feedback to improve learning and do this through their marking of pupils' work as well as individual, group and class discussions (see Marking Policy). Support Staff are involved in the process by regular consultations with staff. This ensures consistent application of standards and expectations across the school.

Long Term Planning: Assessment strategies are used to monitor and review progress against school and national targets and key objectives for each class annually.

Medium Term (for each unit of work covered): Assessment is used to review progress at the end of planned units of work and identify areas for further development as next steps in learning. Formal and informal tests are used.

Periodically, teachers will assess the child's knowledge against the descriptor that is in place for the end of that child's current school year.

The child will be judged to be:

- *EMERGING: child not yet reaching attainment expected at the end of the school year*
- *EXPECTED: child has reached attainment expected at the end of the school year*
- *EXCEEDING: child has gone beyond the attainment expected at the end of the school year*

Short Term Plans (which are completed weekly): Assessment is part of the classroom cycle of teaching and learning. It is used to check that pupils have grasped the main teaching points with on-going feedback to the pupils. Teachers plan for assessment by referring to the specific learning objectives, derived from the National Curriculum.

Use of evaluation notes on the planning format enable teachers to keep pertinent, informal, records and indicate the next steps forward. The Headteacher, The Senior Management Team and subject co-ordinators monitor the plans regularly.

### **How do we measure progress?**

Target Tracker measures progress as follows for Reading, Writing, SPAG and Maths:

- Each year group is called a Band, eg Year 5 is Band 5.
- Each Band is divided into 6 steps...
  - Beginning (*EMERGING*)
  - Beginning + (*EMERGING*)
  - Working Within (*EMERGING*)
  - Working Within + (*EXPECTED*)
  - Secure (*EXPECTED*)
  - Secure + (*EXCEEDING*)(G&T)

In addition to this for writing, each Step is broken into a number of 'Building Blocks.'

Children are expected to make at least 6 steps in learning.

### **What else do we test?**

We test for 'Sticky Knowledge' at the end of each week.

We test for tables knowledge to prepare for the Tables Test in Year 4, and beyond.

We test for spellings using SWST in each assessment window

We test for reading age using Salford Reading in each assessment window

We test phonics every 8 to 10 weeks

### **How do we hold assessment records for Whole School?**

All whole school data is stored confidentially, centrally on 'Target Tracker.'

### **How does a teacher keep a record of assessments?**

Class records are kept for as a record of progress and to inform planning. Class records are used for diagnostic purposes, tracking performance and comparative performance data analysis.

Co-ordinators collect assessment results to monitor progress. The Headteacher and assessment co-ordinator analyse periodic assessment results in SPAG, Writing, Maths and Reading.

Teachers' short and medium term planning documentation and evaluation notes also provide useful records.

Records are kept both on hard copy and electronically of children's progress throughout the year.

This data is arrived at from regular assessments on the foundation subjects by an assessment table (see

Appendix 1). RE is assessed by using the 'check in and check out' assessment sheet (see Appendix 2).

### **How do we carry out these assessments?**

The assessments will be carried out by administering tests in Reading, Maths and SPAG. Writing will be formally assessed by using descriptors based on what the child should achieve by the end of the academic year. Achievement is recorded on Target Tracker as follows:

| When?       | Who?                      | Term?    | Below      | Expected | GD          |
|-------------|---------------------------|----------|------------|----------|-------------|
| Sept        | Nur / Rec<br>Year 2 and 6 | Autumn 1 | Prev Year  | B        | B+          |
| Nov         | ALL                       | Autumn 2 | Prev Year  | B & B+   | W or above  |
| Feb         | ALL                       | Spring 2 | B or below | B+ & W   | W+ or above |
| May to June | ALL                       | Summer 2 | W or below | W+ & S   | S+          |

Please note that in Nov, Feb and May, there is a 'lower end' of 'Expected' and an 'upper end' of 'Expected'. This is to reflect whether someone has just scraped 'Expected', or if it is a strong Expected'.

### **How do we report to Parents?**

Formal written reports to parents are produced annually in June/July. Two parents' evenings are held annually, one in the autumn term and one in the spring term where pupil progress is reported orally. SS Osmund and Andrew's adheres to the requirements for the recording and reporting to parents of end of Key Stage Teacher assessment, results, and Phonics Test scores.

The school meets the requirements to provide reports for pupils on transfer to another school or transition into High School. On transfer to another school all data and records in school are forwarded to the receiving school.

In addition, reports are written in response to requests from other agencies such as Educational Psychologists, Medical and Social Services. Educational programmes are written to support children with Special Educational Needs and those who are identified as being particularly able or gifted. These IEPs are written by the class teacher. A copy is given to the SEN co-ordinator and parents who are kept informed of their child's progress.

### **How do we record assessment in Topics?**

Assessment of Science, Geography, History and the other foundation subjects is used to review progress at the end of a topic and identify areas for further development as next steps in learning. Teachers assess the child's knowledge against the descriptor that is in place for the end of that class' current school year. This is done for each subject. This is then inputted onto Target Tracker for class teachers and subject leaders to analyse. This enables accurate planning of future lessons to support rapid progress.

### **How do we provide for children who join us from another school?**

When children join us from another school, we make every effort to collect records from the child's previous setting. We also seek to establish very quickly the gaps in the child's knowledge, to allow us to plan for the child to make progress. We will always send data onto the next school when a child leaves us for another school.

### **How do we assess children with Special Education Needs?**

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available (refer to SEND Policy and Equal Opportunities Policy). It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs. In addition to the principles and practice described in this policy the school undertakes the procedures recommended by the DfE Special Needs Code of Practice to ensure that parents and pupils are fully involved in all the decision making and support programmes. SS Osmund and Andrew's use Pivats to give children a 'P' scale if they are not working at National Curriculum level. The parents of children receiving SEN support are invited to an additional progress meeting with the child's teacher.

### **What Inset Provision do we provide for staff?**

Guidance is provided to staff on the interpretation of data and the use of it in planning for progress in pupils' learning.

### **How do we quality assure our assessment analysis?**

The staff of SS Osmund and Andrew's work with both the school's School Improvement Partner, and the data link governor, in order to set targets that challenge the children. Data is shared in a confidential fashion termly with governors. The school always buys into moderation services provided by the LA for Reception, Year 2 and Year 6 and CFOS

## Early Years

On Entry to Reception:

1. 30-50 Months (Secure) is recorded as NS on Target Tracker.
  2. 30-50 Months (Exceeding) is recorded as NS+ on Target Tracker
  3. 40-60+ Months (Emerging) is recorded as RB on Target Tracker.
- (1) And (2) are targeted for RS (GLD), (3) is targeted for RS+ (Exceeding)

Progression Path for children targeted for GLD:

| NB | NB+ | NW | NW+ | NS                 | NS+                | RB         | RB+        | RW            | RW+           | RS          | RS+ |
|----|-----|----|-----|--------------------|--------------------|------------|------------|---------------|---------------|-------------|-----|
|    |     |    |     | Rec<br>On<br>Entry | Rec<br>On<br>Entry |            |            |               |               |             |     |
|    |     |    |     |                    | Rec<br>Oct         | Rec<br>Oct |            |               |               |             |     |
|    |     |    |     |                    |                    | Rec<br>Dec | Rec<br>Dec |               |               |             |     |
|    |     |    |     |                    |                    |            | Rec<br>Feb | Rec<br>Feb    |               |             |     |
|    |     |    |     |                    |                    |            |            | Rec<br>Easter | Rec<br>Easter |             |     |
|    |     |    |     |                    |                    |            |            |               | Rec<br>June   | Rec<br>June |     |

## Evaluation and Review

It is the responsibility of all the staff and governors to monitor their adherence to this policy. The policy is reviewed in accordance to the school's review cycle by the Assessment Co-ordinator, SENCO, Subject Co-ordinators and the Senior Management Team. The outcomes are evaluated by the Headteacher and the Governing Body and targets for action and improvement included within the School Development Planning Process.

## Other Policies

This policy should be read in conjunction with the Health & Safety Policy, Equal Opportunity Policy, the Feedback and Marking Policy and the subject policies.

**Review**

This policy will be reviewed in accordance with the School Development Plan.

**SS Osmund and Andrew's Subject Assessment**

Appendix 1

Class:    Date:                      Subject:                      Topic:

**National Expectation for the end of Year:**

Emerging

Exceeding

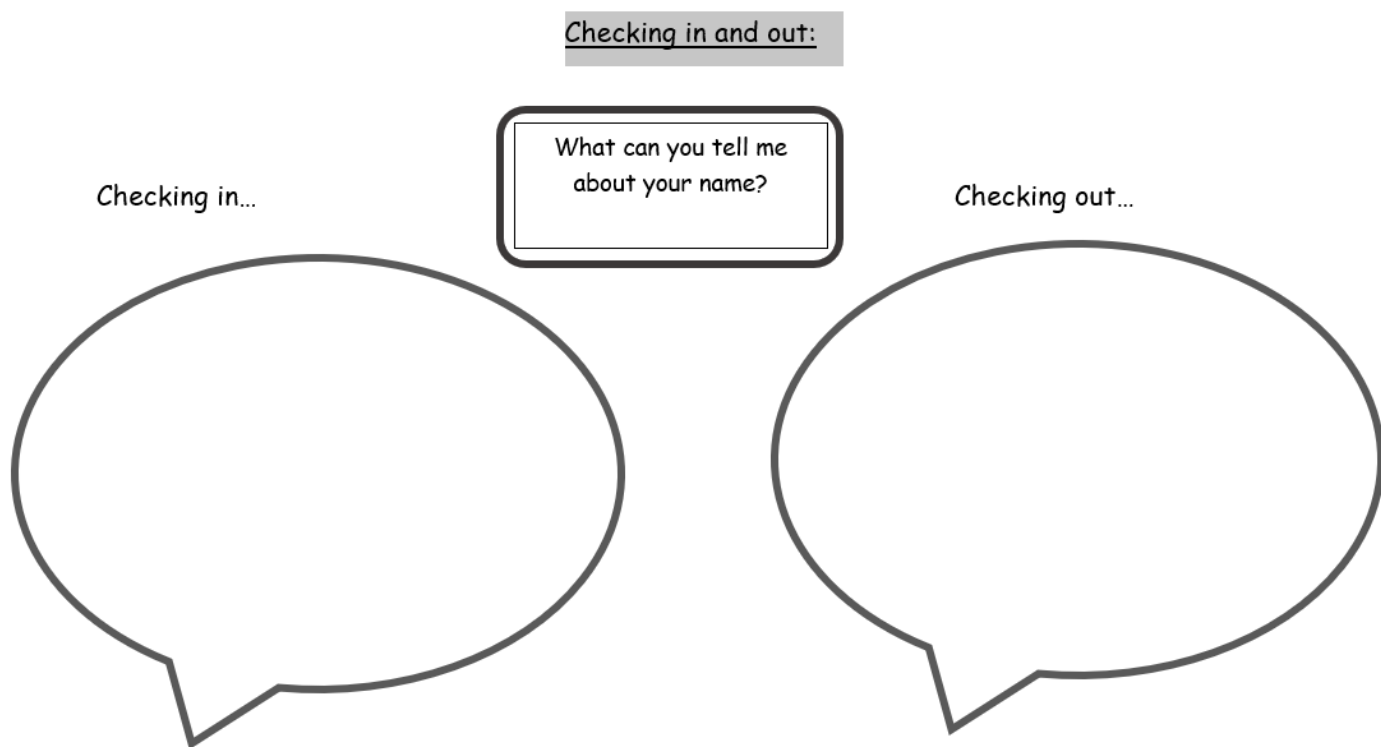
## Appendix 2

Checking in and out:

Checking in...

What can you tell me about your name?

Checking out...





| <b><u>Assessment Expectations</u></b> |                    |
|---------------------------------------|--------------------|
| November (Autumn 1)                   | Previous Year S/S+ |
| January (Spring 1)                    | B/ <b>B+</b>       |
| May/ Rest June (Summer 2)             | W+/ <b>S</b>       |

1. Aiming for 6 points progress throughout the year.
2. To aim high we are looking for the band in bold
3. In October we are checking any gaps have been addressed as we as any slippage