

St Joseph's Catholic Primary School



Assessment, Recording and Reporting Policy

May 2021

Review date May 2022

School Vision Statement



Together we love - Together we hope - Together we learn.

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we encourage everyone to share a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Introduction

In line with our vision statement we aim to encourage everyone to achieve the best that they can. We believe that effective assessment is an important part of this process. It provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and Objectives

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work and be involved in the process of judging their own standards;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning'
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

We follow the National Primary curriculum in England adopted in 2014:-

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our curriculum unit plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson and we use this information when planning the next lesson.

Forms of Assessment

We use a number of different strategies for assessment in the school:

- Formative assessment – Ongoing assessment on a day to day basis which provides targets for future learning and assesses progress in a topic or area of study
- Summative assessment – End of unit or end of term assessments which may include written or standardised tests (NFER and Statutory Tests)
- AFL – Assessment for Learning – Instant feedback to and from the adult working with a child in class or in a group

Years One to Six

We use summative and formative assessments in literacy, R.E and numeracy at three agreed points during the year for each year group from year one to year six. These assessments are put onto our tracking system so that we can analyse and assess progress and attainment. Pupils will either be below age related expectations, emerging (just below) ,expected or exceeding age related expectations.

Every term the Head Teacher and SENDCO meet with class teachers to analyse pupil progress in each class using our own school tracking sheet in order to support judgements made through summative and or formative assessments and to inform future planning.

SAT's (Standard achievement tests) are completed at the end of Year 2 and Year 6. The results are reported to parents. Year 6 results are reported to the Government and are published.

The phonics test is sat by all pupils in Year 1 in term 5. The pass mark is set by the DFE every year. If a child does not pass the phonics test in year 1 they will sit it again at the end of Year 2. Results are published by the Government.

In Year 4 the children sit a timed X table test in June results are published by the Government.

EYFS (Early Years Foundation Stage)

In the final term of the year in which the child reaches age five the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile includes judgements from staff and other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals and a judgement made whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is called the EYFS Profile.

The Profile is completed for all children, including those with special educational needs or disabilities (SEND).

The reception class uses Tapestry (an online learning journal) to record progress, to celebrate success and to liaise with parents and carers.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We take the objectives for individual lessons from the broad learning objectives within the schools' curriculum plan. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgment about the work of each child against the age related expectations of the National Curriculum. At the end of each year the class teacher passes all relevant information on to the next teacher in order to aid transition.

The head teacher and the SENDCO (when necessary) meet six times per year at the start of each term to discuss pupil progress and log any concerns that the teacher might have.

Moderation

The school engages in three main types of moderation where professionals discuss and agree assessments:

- Internal moderation – staff in school meet and discuss assessments across the school in key areas such as English, Maths and RE.
- External moderation – staff meet with teachers from other schools in their year group to discuss assessments and agree outcomes.
- Statutory moderation – The school works with the LA (North Somerset Local Authority) in Reception, Year 1 (Phonics), Year 2 (Statutory Assessments) and Year 6 (Statutory Assessments). Statutory moderations are determined by the LA and cover 25% of schools each year and may include one or more year groups from the list above.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school immediately if they have concerns about any aspect of their child's work. Twice yearly we offer parents a formal appointment to meet their child's teacher. At the first meeting of the school year we discuss any early concerns and their child's learning behaviours. We also discuss any difficulties with settling into the new class. At the second meeting of the year, during the spring term, progress is reviewed.

During the summer term we give all parents a written report of their child's progress and achievements during the year. Parents are informed as to whether their child has met age related expectations in line with the national curriculum. Parents are invited to meet with their child's class teacher if required.

In reports for pupils in Year 2 and Year 6 additional information required by the Government is attached to the child's annual report. At the end of the year parents of pupils in the Reception Year have the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

Parents with pupils who are on the SEND register are given the opportunity at the beginning of every term to come in and discuss the previous term's and next term's targets for their child with the class teacher.

Approved: 20 May 2021

Next review: May 2022

Signed: Michael Flexman