



*Archdiocese of Birmingham*

## **ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL** **ASSESSMENT POLICY**

At St Joseph's Catholic Primary School, assessment is an ongoing process and an integral part of our teaching and learning practices (see Marking & Feedback Policy). Self-evaluation is a high priority as we move our school forward and we see the process of assessment as a key tool to focus our energies. Therefore assessment for learning is a key element of every lesson, children are encouraged to assess their own learning and that of their peers and regular 'formal' assessment is built into our assessment timetable for each academic year.

### **AfL**

AfL has been a key focus for the school and is now embedded in the classroom practice of all teachers. This takes many forms but is intended to raise the level of dialogue about learning – how the children learn and the outcomes of their learning. Recent developments which have proved highly successful include a focus on higher order questioning and also the deeper levels of reflection encouraged through a 'Mastery' approach to Maths in particular and learning in general.

### **Formative Assessment**

Teachers are engaged in formative assessment on a daily, weekly and termly basis. Our Marking and Feedback Policy outlines our practices in terms of daily and weekly feedback to the pupils, how we scaffold 'think pink' time and how we encourage pupils to reflect on their learning.

From EYFS – Year 6 we use the OPT tracker system on Integris to manage our formative assessment in a more formal manner. This formative assessment acts as an electronic APP grid and is updated by teachers in 'real time' as a record of their ongoing assessment of children's progress. The entries into the formative assessment markbooks are pulled through into a summative markbook which keeps track of how children are progressing towards ambitious targets which are set for each class teacher in their Performance Management objectives.

In Term One we submit entry data and targets, in Terms Two, Three and Four we have a data capture point at which we take a snapshot of the children's progress against the New National Curriculum objectives. In Term Six final data is submitted to record children's attainment and progress at the end of the academic year.

As RE is a core subject at St Joseph's School we are also looking for 85% of children to have met or exceeded the Diocesan expectations in RE in their assessments.

Pupil Progress meetings take place four times a year and at the earliest opportunity after a data capture to interrogate the information available. These are held between the class teacher, Head, SENCo and Maths and English leads. The objectives are also reviewed by the Maths and English leads to identify common gaps across classes or key groups. It is their responsibility then to advise on strategies to close these gaps and to support teachers in addressing these.

The NAHT performance indicators have also been adopted as a guide to what an 'expected' child looks like.

A minimum of three internal moderation meetings are held each year in school to moderate Reading, Writing and Maths and additional moderation is arranged for Science and RE. 'Cluster' school moderation meetings also take place at least twice a year.

### **Summative Assessment**

More formal assessments are timetabled on four occasions during the year. These assessments are based on a range of extended pieces of writing, a reading test and a maths test. The formal assessment is used to **inform** the teachers' professional judgements around children's progress and attainment but is not intended to over-ride this judgement. It usually forms the basis for a professional dialogue with colleagues within which any surprising results in tests can be put into the context of a child's general ability, aptitude and behaviours for learning.

### **Data Analysis**

After every data capture and formal assessment, an analysis of progress is carried out. This analysis takes into account all key groups in the school, including SEND, PP and Ever FSM children. Key groups for St Joseph's have typically been our More Able, our WBRI children and our WBRI boys. This analysis records the % of children at each 'stage' in their learning in each of Reading, Writing and Maths. The formative markbooks can be used to analyse progress against specific objectives.

### **SEND**

The tracking of SEND children is an ongoing priority at St Joseph's. The timetabling of pupil reviews and intervention evaluations are indicated on our Monitoring and Tracking Plan. If interventions are identified for children there is a clear process of assessment prior to and following the intervention and TAs are instrumental in ensuring that these assessments take place. Interventions are expected to last no longer than 10 weeks and the post-assessment data informs further decisions about the interventions, their effectiveness and appropriateness.

## **How do we know our children are making progress?**

We draw upon a range of evidence to identify the progress that children are making and to inform their, and our, 'next steps' and planning:

- Termly pupil progress reviews;
- Summative analysis for all Core Subjects;
- Formative markbooks;
- Formal assessments 4 x per year;
- Work scrutinies reveal the steps of progress made by children which may not be immediately revealed through formative markbooks due to the broad wording of many of the objectives. They also reveal Pupil Voice in the responses that pupils make to written and verbal feedback;
- Pupil Voice interviews;
- Writing Folders (Year 6);
- Guided reading charts;
- Records of formal assessments, including regular Times Tables tests;
- Ongoing phonics assessments (EYFS & KS1);
- Annotated planning;
- Science assessment grids and discrete Science planning.

Head Teacher: Clare Smith

Chair of Governing Body: Mary Cronin

Date: June 2020

Date of Review: June 2022