



Assessment Policy

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Signature of Chair of Education Committee	

Rationale

At St. Monica's the Mission Statement encourages us to include everyone and aim to be the best we can be. This policy is a statement of how the school will endeavour to do this.

1. Introduction

This policy shows how assessment is an integral part of teaching and learning at St. Monica's. A variety of different activities form our assessment procedures, all with the aim of improving standards. Assessment is used to make clear what children know, understand and can do. It is always undertaken for a clear purpose, and full use is made of the resulting information. It supports us in enabling children to reach their full potential.

The policy also shows how the school's reporting and recording practices support us in making assessment a driving force to raise standards. They inform all those who support learning about what has been achieved, and what needs to be achieved to progress further.

The school is keen to review all ARR practices to ensure that the spirit of the government reforms to assessment are embraced. Therefore the school tries to ensure that

- assessment focuses on which parts of the curriculum children have achieved, and prompts subsequent planning to fill gaps in their knowledge;
- more able pupils are offered extension through broadening of their learning rather than acceleration which risks superficial learning and gaps.

2. Aims

- To obtain feedback so that future activities can be properly matched to children's needs.
- To diagnose particular difficulties that children are encountering.
- To monitor and evaluate the learning programmes we are providing.
- To help pupils to know and to recognise the standards to aim for.
- To inform parents and so help them to know how to support their children's learning.
- To provide information for colleagues in partner schools, to facilitate good continuity of learning across the different phases of education.
- To comply with official regulations and legal requirements.
- To provide information on which to base judgements of school standards.

3. Entitlement and Statutory Requirements

- For each child in the final year of KS1 and KS2 a teacher assessment must be made of the standard achieved in each of the attainment targets in English, Maths and Science. Teacher Assessments must be recorded in accordance with the requirements and deadlines in the Assessment and Reporting Arrangements booklets which can be accessed via the Department for Education web site.
- For pupils who move to a new school, other than at the end of a Key Stage, relevant documentation on achievements will be completed within 15 working days and be made available to the receiving school on request.
- A Foundation Stage Profile will be compiled on all children in Reception throughout the year according to the statutory requirements governing the content of each child's curricular record, the transfer of records between schools and parental access to records.
- A record must be kept of each child's academic achievements, other skills and abilities and progress in school. This record must be updated at least annually. The record must include the results of statutory assessments in the final years of KS1 and KS2.
- Parents have a right of access to records concerning their own child.
- It is the responsibility of the school to ensure statutory requirements are met through a detailed policy and effective practice.

4. Assessment Procedures

Type of Assessment	When	Analysis	Use
Statutory SATs for Y2 and Y6.	May	<p>Question analysis</p> <p>Comparison with predicted scores / pathways through the curriculum.</p> <p>School performance analysis: identification of trends over time, performance of groups, comparison with like schools etc.</p>	<p>Identification of key areas for further teaching for groups within the cohort.</p> <p>Children's scores are used to inform groupings, provision map interventions etc.</p> <p>Identifies children who are G&T</p> <p>Accountability, information feeds into the School Development Plan.</p>
Y1 Phonics Check	June	Identification of children who do not meet the required standard.	Provision of remedial intervention
Y3 Verbal and Non Verbal Reasoning, and Suffolk Reading	Feb	Standardised scores compared to whether the children are ARE in curriculum tests.	Identifies children whose academic performance is lower than ARE, but who have achieved a standardized score of 100+ and therefore need higher expectations or

			further investigation for SpLD. Identifies children who are G&T.
Foundation Stage Profile	Throughout Reception.	Comparison with interim points on the journey to ARE	Supports grouping, target setting.
Termly Assessments	Christmas, Easter and May	Identification of children who are Below ARE	Supports staff in meeting needs of individuals and groups: identifying gaps.
Marking and feedback	Ongoing	Comparison of performance with lesson objective. Bespoke curriculum objectives are recorded on Classroom Monitor.	To inform future planning, to inform children of how they can improve, and where they went wrong.
Children's self assessment	Ongoing	Comparison of performance with lesson objective / shared marking criteria / target review	To engage the children in taking responsibility for their own learning.

5. Assessment Procedure Guidelines

5.1 Statutory SATs

- Reference should be made to the up to date Assessment and Reporting Arrangements booklets which can be accessed via the Department for Education web site.
- Decisions to disapply children from SATs should be taken by the Head teacher.

5.2 Termly Assessments

Children in Y1 – 6 will undertake formative assessments at the end of the term at Christmas, Easter and May. The assessments will be in writing, spelling, grammar, punctuation, reading comprehension and maths.

- A writing task should be set that reflects the genre covered that term.
- For grammar and punctuation, Twinkl tests should be used.
- For reading children should be offered a SAT style reading comprehension test, or if unable to access such a test, a KS1 SAT style task. Suitable tests are available on Twinkl.
- For maths, Maths No Problem tests should be used.
- Results should be used to update the Classroom Monitor markbooks and the summative assessments generated should be recorded on the Key Stage Tracking sheets.

5.3 Assessment and Planning

Assessment informs future planning by:

- End of year Teacher Assessments, informed by test scores, are used to support decisions about organising ability teaching groups. These groups are then planned for using manageable differentiation.
- Achievement of objectives are recorded on Classroom Monitor and this enables staff to quickly identify gaps in learning which can be addressed in future planning.
- Question analysis identifies implications for teaching.

5.4 Target Setting

- The default target for each child is to be secure in each subject by the end of the year. Children with an A rating or better on the FFT live web site are expected to be working at greater depth by the end of the year. Children with SEN have individual targets set by the SENCo and the Class Teacher. In the termly assessments a comparison is made between the CM level achieved and the predicted target. Below target children are identified for further support in Pupil Progress Meetings.
- Reception baseline information is used to inform expectations for children in the EYFS .

5.5 Tracking Systems

- Children are tracked on key stage tracking sheets which allow a comparison of actual CM level to targeted level.

5.6 Involving Pupils and Parents

- Involving pupils in assessment enables them to become more independent learners as they are more able to identify what they need to do to improve. Involving them should be done as follows:
 - Starting a series of lessons by sharing topic objectives, and encouraging them to assess themselves against these objectives as they progress through the topic.
 - Starting the lesson with a sharing of the lesson objective, and sharing marking criteria before an activity is attempted.
 - Providing next steps so children know what to do to improve. .
 - Teaching older children to work as response partners to assess each other's writing.

Involving parents in assessment helps to inform them of what the child needs to do to progress and so supports the partnership of school and home. It also allows for two way communication of what a child finds difficult, easy, enjoyable etc. This involvement is facilitated by the reporting procedures detailed below and through informal contacts such as through the homework diary, reading diary and parents coming into school.

5.7 Moderation

- Subject Co-ordinators review samples of work annually in school and with the two Warrington Shrewsbury schools. They make judgments about the match of work to planned levels and report any discrepancies back to the Class Teacher.
- Writing is moderated with local schools through the Bridgewater Cluster group. At the end of the academic year, a handover meeting is held which involves moderation of a range of writing to agree levels between the handing over and receiving Class Teacher of each year group.

6. Arrangements for the use of records and evidence

What records are kept / made?	How and where are they stored?	When and who are they passed on to?	How long are they kept?
Children's exercise books and workbooks.	Completed books are kept in class until the end of the year. For each child, ongoing books are kept For 3 representative children a full set of exercise books are kept.	Sent home Passed onto next teacher. Retained in school archive in prayer room	Retained until half term and then sent home. Kept for an academic year and then returned to the children concerned.
Statutory SATs scripts	Stored online	Accessible for use by Assessment Co-ordinator	n/a
Y3 VR / NVR and Suffolk reading scripts	Stored as class sets in class room	Used for question analysis. Results put on tracking sheets.	Discarded once analysed and results recorded.
Foundation Stage Profiles	Stored online.	Copies sent to parents. Copies put into Individual files and kept in the filing cabinet in the SEN room.	Keep in individual files until child leaves school
Annual School Report	Copy retained in individual pupil files.	Original sent to parent in summer term. Handed on to the next class teacher at the end of the year.	Keep in individual files until child leaves school
Class SEN file	IEPs, IBPs, Care Plans, Notes of visits, Statement paperwork, external professionals reports etc are stored in a Class file.	Copies are given to the SENCO for filing in children's individual files and parents. File handed on to the next class teacher at the end of the year.	Keep in file until class completes Y6 and then shred, having checked that all paperwork is in individual files.
Behaviour Files	Class log, Bullying / Racial incident reports, parent meeting reports, are stored in a Class file.	Whole file to be handed on to the next class teacher at the end of the year.	Keep file until class completes Y6 and then shred, having checked that all paperwork relating to individual children is copied to their files.

7. Recording and Reporting Guidelines

7.1 Parents Evenings

Parents Evenings are arranged in October / November and March, which enable parents to discuss their child's progress and targets with the class teacher.

7.2 Annual Report to Parents

The Annual Report, sent home at the end of the year, provides parents with a narrative summary of their child's achievements in RE and Personal Achievements and Development; a table showing how the child has achieved against each objective in the curriculum and an overall grade.

Each report is signed by the class teacher and the Head Teacher. A report on attendance and the results of the SATs and the Y1 phonics check are included.

Reports include a section for parents to comment on their child's progress. A copy of the Report should be kept in the individual pupil files in the locked cabinet in the SEN room.

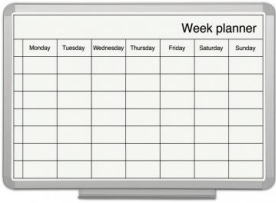




7.3 Reporting to Governors.

Reporting to Governors on the statutory SATs is a statutory requirement and is done by the Head Teacher to the Full Governing Body and the Education Committee. Reporting includes KS1 and KS2 attainment of pupils in school and comparisons of results with local and national data; identification of trends over time; and value added measures.

7.4 SEND and Pupil Progress Recording

- Special Educational Needs Planning: Intervention Plans are reviewed termly using the school agreed proforma. Class teachers are required to undertake the reviews with parents and children and complete the paperwork. Miss Williams will co-ordinate the preparation for Statement Reviews and will liaise with staff over contribution to and attendance at meetings.
- Pupil Premium Planning: As above, Intervention Plans are reviewed termly but the reviews do not need to involve parents.

8. Marking

	<p>Whole class feedback sheets are used. One per subject per week as a recommendation. Use it to identify all or most of the following:</p> <ul style="list-style-type: none"> • Exceeded, didn't meet, absent. • Differentiated next steps (when appropriate, acknowledging that sometimes the best next step is the next lesson). • Common misconceptions. • Thumbs up.
	<p>In a child's book we would expect to see:</p> <ul style="list-style-type: none"> • A tick to show it's been looked at. • A next steps symbol and number (if used on that occasion). • House points for effort if deserved (ensure all chn are considered for this).
	<p>And then what? Use the feedback sheet to feedback to the children later: address common misconceptions, and ask the children to complete any next steps. Celebrate good effort and progress.</p>
	<p>Purple pens should be used by children to respond to feedback. Green pens should be used by teachers who wish to comment.</p>
	<p>DON'T</p> <ul style="list-style-type: none"> • Don't tell the children everyone's marks. • Don't swap books to mark, instead swap pens and get them to mark their own. • Don't ask children to call out their marks, instead take their books in and copy their marks out yourself. • Don't ask children to put their hands up to indicate what mark they got.

9. Roles and Responsibilities

Class Teachers

- Assessing, recording and reporting on the development, progress and attainment of pupils
- Providing and contributing to oral or written assessments and reports related to pupils.
- To use the results of tests to inform curriculum planning and interventions

Subject Leaders

- In consultation with the Head to draw up policies which include assessment procedures relevant to their subject.
- Monitor children's performance and report on standards in their subject for the purposes of School Development Planning.

Assessment Co-ordinator

- Keep up to date with local and national requirements for ARR
- Compare actual results with predicted / targeted levels and lead staff in planning for children who are below target.
- Take part in Pupil Progress Meetings
- Promote consistency of assessment through moderation meetings.

Head Teacher

- Manage the use of a range of assessment information to benchmark and target the school's academic progress.
- Monitor standards of performance of all in the school and motivate and develop the abilities of staff, through an agreed staff development policy.
- Ensure that the implementation of statutory assessment is done according to statutory requirements.