

St Monica's Catholic Primary School

Assessment Policy

Mission Statement

Together as a Catholic community

Everyone – children, parents, staff and parish

Achieves in their own unique way and strives to be

More like Jesus

Introduction

Schools are required to keep annually updated records of their pupils' achievements, skills and abilities. There are many different but equally effective ways of organising the curriculum and assessing pupils' attainment and progress. How we assess our pupils is laid out in this policy.

Aims

Through our assessment policy we aim to;

- Recognise and celebrate all pupils' achievements within and beyond the National Curriculum
- Provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses
- Use assessments to inform planning
- Ensure continuity and progression
- Identify pupils with Special Educational Needs and Disabilities and use strategies to aid their progress
- Inform parents of pupils' attainment and progress by holding two open evenings per year plus additional informal discussions when required
- Inform outside agencies, LA and governors of our assessment procedures
- Use assessment procedures that involve children in understanding the learning intention and how they can progress
- Provide pupils with the opportunity to review their work and to self assess
- Raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child

Methods of Assessment

- Foundation Stage profiles
- Questioning/listening/observing
- Consideration of finished work/markings
- Formative assessments recorded by teachers and support staff. (Teachers record information about individuals who may need more support or extension.)
- Phonics screening at the end of Year 1 (statutory)
- Class tests & tests for individuals (e.g. regular mental maths tests from Y2-Y6, spelling checks from Year 1)
- Using SEN reports from outside agencies e.g. from an educational psychologist or speech therapist
- SATs at the end of Key Stages 1 & 2 (statutory)
- Diagnostic assessments when appropriate
- PM Benchmark kit to level individuals' reading (Rec – Yr 6)

Recording Pupils' Attainment and Progress

- Assessments for RE at the end of each topic record the level pupils are working at according to the agreed understanding of the Diocese of Westminster (half termly)
- Age Related Expectations in Reading, Writing and Maths are recorded at the end of each term at Pupil Progress meetings and reviewed by SMT against attainment the previous term/year. (Moderation ensures that levelling is consistent amongst staff)
- Age Related Expectations are also recorded at the end of each half term in Science and Computing for each child
- Reading records are kept on white cards in each infant class showing reading levels and written comments about pupils' reading
- Each child (Rec-Y6) has a reading record book and parents and staff are able to write helpful comments in these books to improve reading skills
- The music teacher keeps records of attainment and progress in music
- SMT and middle managers will monitor assessments made as part of their directed tasks and track pupil progress

Marking

Introduction

Pupils must receive a response to all work done in school. This response may be verbal, or through the medium of marking their written work.

Ideally, work will be marked with the pupil present, so that mistakes, strengths and weaknesses may be discussed. In practice however, this is not always possible, especially when children are producing a greater quantity of work.

We will ensure that;

- Work is marked within a reasonable time of the work being completed and in a colour that contrasts with the writing eg red or green
- From Year 2 (or when a child is able to write quickly and fluently), each piece of written work will begin with a Learning Intention (LI) and the marking will be in response to this. (Work in Reception class and Year 1 will have a clear title.) Where the child meets the LI, the adults will use green highlighter pen to identify this.
- We remember that it is not appropriate, to mark every error in written work. Over-strict marking can be very demoralising for a child who is striving to achieve their best. Children do not usually make errors 'on purpose'.
- Marking reflects the purpose behind a piece of work, e.g. work to focus on use of speech marks will not be covered with spelling error markings.
- Marking may sometimes consist of ticks and crosses e.g. some maths exercises, spelling tests etc
- On a regular basis, pertinent comments will be added to the text to highlight achievements and also to indicate areas where the child needs to move forward
- Marking will be reflective and informative with evidence of an on-going dialogue over work
- Teachers will provide targets using the symbol \Rightarrow (using a red fine felt tip pen)
- Teachers will provide challenge work using the symbol  (ie a cloud or bubble), using a contrasting colour pen to the work done by the child.

- Children will regularly be given the time and opportunity to improve on a piece of work using the constructive comments from the teacher
- The comments will be positive as well as indicating mistakes
- Children will be encouraged to mark their own work when appropriate (e.g. proof reading of their own work, marking maths with an answer book) and then initial the work to show who has marked it. The class teacher will regularly check work that has been marked by a child.
- Teachers other than the class teacher will initial work that they have marked
- Teaching Assistants will initial work that they have marked
- If teachers have given verbal feedback, a 'v' in a circle will be written next to the work
- When a child has needed adult support to complete a piece of work, this will be noted next to the work for example, staff will write ws (with support) or wss (with some support). If the Class Teacher gave the support, they will write CT, or TA if it was the Teaching Assistant.
- When marking homework, comments will also be used to inform parents
- All written comments made by an adult will be legible, reflect the cursive style taught to the children and spelt correctly as a model of good practice to the child
- SMT and middle managers will monitor marking in pupils' books according to the monitoring timetable

Marking Key

Symbol	Meaning
✓	Work is correct
X or •	Work is not correct (usually Maths)
	A target has been given to that child to work on (written in red fine felt tip)
 A cloud or bubble shape	A challenge has been given for the child to complete
The following symbols are written inside a circle: -	
I	Work completed independently (only used when child usually has needed support to complete work)
CT	Class Teacher supported the child to do the work
TA	Teaching Assistant supported the child to do the work
V	Verbal feedback was given to the child about their work
ws	Work was completed with support
wss	Work was completed with some support
1:1	One to one support was required for the child to complete the work

Reporting to Parents

- Within the first half term of starting school, reception class parents will be given access to a secure site (called Look@Me) so they can track their child's progress through their first year of school.
- An initial meeting between teacher and parent takes place during November for all classes. There is also an opportunity to look at children's work and set informal targets for improving pupils' attainment and progress.
- In March, a second parent/teacher consultation is held. Again there is an opportunity to look at children's books.
- Written reports for Reception – Year 6 are sent home at the end of the summer term. The content of the reports can be discussed with the teacher by appointment.
- Parents and teachers are encouraged to make informal appointments to meet each other should they have any concerns.
- Parents are invited to all termly SEN Review meetings
- All the child's exercise books are sent home at the end of the academic year

Transfer of Information

Assessment information is passed onto the class teacher for the following year as follows:-

- The levels achieved in RE, reading, writing, maths & science at the end of the year
- Broad class ability groups in the core subjects
- Relevant details concerning the needs of the class including SEN, very able etc

The following are forwarded to new schools :-

- SEN records (where applicable)
- Key Stage test results
- The last school report (if required)

Agreed September 2015