

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
- Identify pupils who may have a particular gift or talent and support them with 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/marking
- 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 Stage 1 & 2 (statutory)
- Diagnostic assessments when appropriate
- PM Benchmark kit to level individuals' reading (Yr 1 – Yr 6 when needed)

Recording Pupils' Attainment and Progress

- 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 levels achieved the previous term/year. (Moderation ensures that levelling is consistent amongst staff).
- Age Related Expectations are recorded at the end of each topic in RE and Science for each child. For History, Geography, PE, Art and DT teachers track what was taught and identify pupils who were working towards or exceeding expectations, with the assumption that most children will achieve the expected level. Pupil progress is tracked by SMT/middle managers.
- Reading records are kept on white cards (in each infant class and in KS2 up to the child reaching white band) showing reading levels and written comments about pupils' reading.
- In normal circumstances, 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. However during the COVID pandemic, parents and staff use email to communicate.
- Assessments for RE at the end of each topic record whether the child has reached the age related standards as set out by the Diocese of Westminster.
- 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

Feedback to children

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, feedback will be given to children while they are working 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.

During the Covid-19 pandemic it is essential that staff members wash or sanitise their hands thoroughly before and after touching children's exercise books.

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/green
- Time will not be wasted writing the learning intention on every piece of work. The LI can be found in teacher's planning if needed. Each piece of work however, will have a clear title.
- 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 comments about use of vocabulary.
- Marking may sometimes consist of ticks and crosses e.g. some maths exercises, spelling tests etc
- Pertinent comments may be added to the text if teachers feel it is necessary to highlight achievements but also to indicate areas where the child needs to move forward
- Teachers will provide targets using the symbol \Rightarrow (using a red fine felt tip)
- 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.

- Where teachers have written a question, children will respond to show an on-going dialogue over work
- Children will be given the time and opportunity to improve on a piece of work using the constructive comments from the teacher
- When a child is improving their work ie editing it, they will do this in green pen to show the teacher how they have improved on their work
- 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
- When a child has needed adult support to complete a piece of work, this will be noted next to the work. Using ws (with support) or wss (with some support) is useful to track where a child has not been able to work independently.
- 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

Marking Key

Symbol	Meaning
✓	Work is correct
X	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 <i>used when a child usually needs support for their work</i>
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
<p>Coloured highlighters may be used during the Covid-19 pandemic to minimise the contact adults have with children's books</p> <p>Staff may also write on post-its and stick them into books.</p>	<p><i>Colours used are at the discretion of the teacher and will be shared with their class so everyone is clear what the colours mean. Here are some examples:</i></p> <ul style="list-style-type: none"> - yellow – finger spaces infants - edit for KS2, - red – full stops/punctuation or that there is an error, - blue – spellings, - green highlighter things that have been done well (ed Learning intention met)

Target Setting

- Termly SEN Review meetings take place and targets are set on their Learning Support Plans
- Children are regularly reminded of the targets they need to work on to improve their work. This is done verbally and may also be recorded in their books or on teacher's planning.
- Targets may be for a whole class, group or individual.

Reporting to Parents

- Within the first half term of starting school, reception class parents will be given access to a secure site (called Tapestry) 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. 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 are encouraged to make informal appointments to meet their child's class teacher 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, G&T etc

The following are forwarded to new schools:-

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

Agreed September 2020