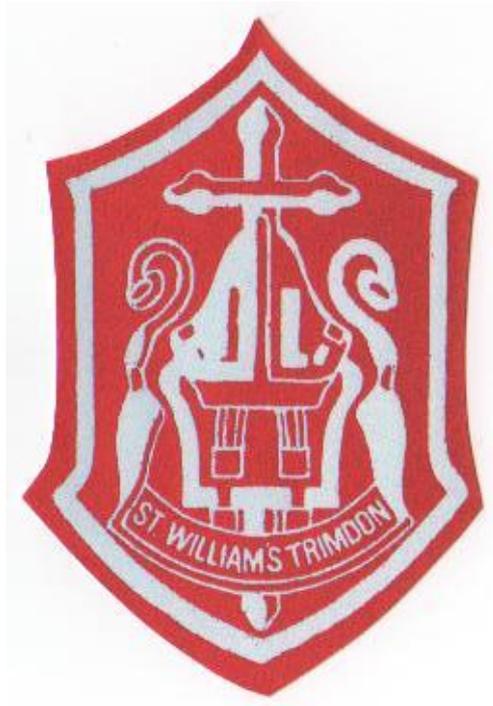


St William's RC Primary School



Assessment Policy

January 2016

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Rationale

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At St William's, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Principles of Assessment

At St William's we believe that assessment **should be**:

- Useful and informative for children, teachers, leaders, governors, parents and any other relevant stakeholders.
- Informative for children on where they are in their learning, where they need to get to and how they can get there.
- Informative to the organisation of planning, learning groups; allocation of support, interventions and other resources.
- Timely, ensuring teachers have up to date information about the achievement and progress of children in their class.
- Well communicated
 - between teaching colleagues
 - between staff and children
 - between school and home
- Standardised across school so that staff are able to recognise needs, priorities and development of other children throughout the school.
- Monitored and reviewed to ensure robustness and accuracy.

Formative Assessment

Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continual basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way it supports teachers to provide appropriate support and interventions as well as extensions. It enables teachers to evaluate their own teaching and to plan future lessons accordingly.

The following practices are followed in order to facilitate this:

- Learning objectives are shared with pupils as part of everyday practice.
- Success criteria are shared and built up with the class as appropriate.
- Pupils are given the opportunity to see and discuss examples of good work when appropriate.
- Pupils' understanding is explored through a variety of age related means which include activities such as careful questioning, observations; written work, discussion.
- Pupils are given constructive feedback. This feedback can be both verbal and written. Written comments or symbols are used to indicate achievements and areas for improvement to move learning forward.
- Pupils are set targets that are clear and achievable. Individual targets are set in Literacy and Numeracy and these are changed when appropriate.
- Pupils are encouraged to assess their own performance through:
 - Success criteria
 - **Discussions**
 - **Self Assessment**
 - **Peer assessment**
- Regular quality assessment is undertaken to inform planning
- Support Plans and short notes provide up to date information on SEN children's progress and intervention. These are also used to track the provision made for these pupils throughout the school and provides evidence of progress within the Key Stage.
- Careful observations are made of each child to identify their strengths and needs; these are used to inform planning and identify 'next steps' in learning. Observations are collated in a Learning Journal in Early Years which provides evidence of their progression.

Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

The following summative assessments will be used:

i) Early Years

Staff in Early Years complete a baseline assessment of children on entry. This allows staff to quickly identify individual needs, set realistic targets and plan appropriate support and intervention as well as measure progress.

The Early Years Foundations Stage Profile provides evidence of a child's progress, attainment and level of development by the end of the Reception year.

ii) Key Stage 1 & 2

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on the school tracking system (i-track). Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (three times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. The following subjects are summatively assessed termly:

- Maths
- Writing
- Reading
- SPaG
- Speaking and Listening
- RE
- Science
- Computing
- PE

At Present the school uses i-track to record assessment data for reading, writing and maths.

National Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- Early Years Foundation Stage Profile
- A Phonics Screening test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2

Portfolio Work

Subject leaders compile a portfolio of work in writing, RE, Computing, Scientific Enquiry, Design Technology and Art. The purpose of the portfolio is to:

- Provide evidence of a pupil's work, which tracks performance, year on year.
- Be a useful resource for moderation and standardisation
- Be mid-year indicators of performance and can inform planning for the rest of the year

Reporting

Reporting is a vital part of our relationship with parents and other stakeholders serving to support and promote a child's learning.

Examples of how we report to parents are:

- Class Information and Curriculum letters, termly
- Annual written report to parents with opportunity provided to discuss
- Informal discussion with parents as needed throughout the year.
- Discussion with parents at two parents' consultation meetings.
- Children sharing achievements publicly during celebration assemblies and via the school newsletter (St William's Wire).
- In Early Years 'Focussed afternoons' take place where parents are invited to share in the learning with their children

Examples of how we report to Governors are:

- Headteachers termly report to Governors
- Subject Leaders reports to Governors
- Subject Leaders providing verbal updates to Governing Body committees
- Subject Leaders meeting with designated governors

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Subject leaders: Use data analysis effectively to monitor the performance individuals, groups and cohorts. To collate portfolio of work examples
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning