

# St Gerard's Catholic Primary and Nursery School



## Assessment Policy Autumn 2016

# SAFEGUARDING STATEMENT

*“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.*

*Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.*

## Assessment Policy 2016 – 17

“We should strive to welcome change and challenges, because they are what help us grow. Without them we grow weak like the Eloi in comfort and security. We need to constantly be challenging ourselves in order to strengthen our character and increase our intelligence. ”

H.G. Wells, *The Time Machine*

<b>Policy Date:</b>	<b>October 2016</b>
<b>Policy Status:</b>	<b>Statutory</b>
<b>Policy Review Cycle:</b>	<b>Annual</b>
<b>Next Review Date:</b>	<b>October 2017</b>

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The role of Assessment Lead at St Gerard’s is central to improving outcomes for our children. They will have high expectations of every child and ensure that every opportunity is given for each child to reach their true and fullest potential. St. Gerard’s Primary and Nursery School is committed to embedding assessment for learning at the heart of teaching and pupil achievement. Assessment for learning provides the basic, essential elements of good or better teaching that allows maximum impact upon learning. This policy should be referred to in conjunction with the feedback & marking, curriculum, teaching and learning policies. 2015 -2016 has been a transition year for a new curriculum and assessment procedures.

Since the revised National Curriculum became statutory in September 2014, schools are no longer required to use National Curriculum levels and may chose a method of pupil assessment which suits their setting and demographic. Levels were removed from widespread use as teaching became a vehicle for getting children ‘across the next threshold’ as opposed to ensuring their knowledge and understanding were sufficiently deep enough.

At St Gerard’s Primary and Nursery School we have decided to use an adapted version of the Liverpool Schools improvement model for assessment of Years 1,2,3,4,5 and 6 which assesses pupils according to the percentage of DFE POS statements set out for each year group. This method is detailed further **in Appendix 1)**

From September 2015, we have adopting the NFER method for baseline assessment in EYFS and brought Year 2 and 6 in line with the National STAT model, supplementing this with National Performance Descriptors when available. As of September 2016 we will use using the National DFE POS for all year groups as a criteria to track progress and attainment. (The descriptors are set out in Appendix 1). Teacher assessment is used daily and supported with NFER summative assessment and both internal and external moderation. (see **Appendix 2** for cycle of formative and summative assessment)

St Gerard’s teachers and SLT shall use teacher assessment AFL and summative tests which will be tracked using “O Track”. This can support pupil progress meetings and help to inform planning and interventions.

### **Responsible to:**

Governors and Head Teacher

### **Introduction:**

Our aim at St Gerard's Primary and Nursery School is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently the strategies used within this policy and supporting documents and our policy on Learning and Teaching, can have a considerable impact on raising achievement. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

### **The aims of Assessment are:**

- Through assessing, recording and reporting on pupils' work, we aim to:
- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.
- Ensure most pupils will make age appropriate progress – 12 months in 12 months, those who need to 'close the gap' will be required to make more progress.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- Ensure all understand what they are being asked to learn and more importantly, why.

### **There are three main types of assessment: formative; in-school summative, and nationally standardised summative**

As a school, we believe that formative assessment (Assessment for Learning – AfL) goes to the very heart of good quality teaching and learning.

**For children:** to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents:** it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

**Summative assessment (Assessment of Learning – AoL)** is still a significant contributor to our understanding of children's learning. There are two types of summative assessment.

**In-school summative assessment:**

**For children:** an opportunity to understand how well they have understood and retained information on a particular topic.

**For teachers:** an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgements made through formative assessment.

To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close gaps.

**Nationally standardised summative assessment**

**For children:** comparisons to performance of pupils nationally.

**For teachers:** comparisons to performance nationally and clarity on nationally expected standards.

**For parents:** comparisons as to how the school and their child is performing nationally.

**For the government:** to hold us to account.

**For OFSTED:** to provide information on school's performance and effectiveness.

As the new nationally standardised summative assessments – KS1 and KS2 SATs and Early Years baseline – are further developed by the Department for Education, additional summative assessments will be designed (equivalent to the old QCAs) that will provide us with meaningful information to support our assessment of children. We will continue to monitor this development and integrate these into our overall assessment process as appropriate.

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O Track is a digital system to track children's understanding and learning by the National Curriculum POS. It allows staff to focus on formative assessment – recording their judgements regarding what children can do – this is then translated into a score descriptor based on the year group and the number of statements achieved by a child.

This data, and its subsequent analysis, will provide SLT, governors and external stakeholders with critical insights into progress of key groups/ individuals and effectiveness of teaching and learning strategies.

Using this information, we will set targets for children at the end of each academic year for the following academic year (Appendix 1). These will be based upon conversations with current and future teachers and an analysis of all of the information regarding the child – progress, specific learning needs, home life etc. All of this will be used to inform aspirational, ambitious targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.

## **Moderation**

Weekly moderation takes place internally across all key stages. In addition staff work in collaboration with other local schools to complete a range of moderation activities. These meetings are both formal and informal; their purpose is to ensure judgements are accurate and to plan for next steps.

These local moderation activities are set within the context of regional moderation activities. Where possible the school seeks the support of a wider network of professionals to support the on-going development of this moderation process.

## **Data Reviews**

At key intervals throughout the year, Governors work with senior leaders to review the achievements of groups of learners. They consider how the school knows children are on track to reach end of year, age related expectations and what the school are doing to enable pupils to 'keep up.'

The school checks that pupils are on-track to make at least expected progress by using technology to create cohort profiles\* and software such as O track, Raise on line, Fisher Family Trust. This enables the leadership team to recognise strengths and potential gaps in the achievement of each cohort of pupils. The profiles and software supports the leadership team in plotting expected achievement against prior attainment.

\*Cohort Profiles summarise summative data as pupils progress through the school

## **Pupil Progress meetings, SEN Reviews and Learning Reviews:**

Each term teachers discuss with the SENCo and Head Teacher, the progress and learning of groups of children. Together, the staff assess which pupils are:

Significantly below, Working towards, on track, Securely on track and Beyond

These judgments are informed by a range of assessments based on the key domains for learning in reading, writing and maths. Staff explore the reasons for any gaps in learning and plan for necessary interventions and programmes\* of support. This information is used to inform and update pupil premium plans and IEPs.

\*Interventions support children closing the gap or keeping up. Programmes address specific learning needs and/or behaviours.

## **Accountability:**

### **SEND**

Formative assessment will be at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning, talk, marking etc are all suitable for children, depending on their specific needs. We will ensure that children are provided appropriate challenge at all stages of their education.

### **CPD**

We will ensure teachers have regular CPD opportunities to develop a robust understanding of assessment practices across the school. Senior Leaders will provide weekly support in

recording formative assessments and using this to inform planning during PPA.

### Parents

We believe that learning is most effective when carried out as a partnership between school and home. We will formally share next steps with parents each term through parent-teacher meetings and written reports. We will also endeavor to share next steps informally through: the type of homework set; feedback in Reading Records and homework books; informal conversations at the start and end of the day with parents.

### Governing Body:

This assessment policy is shared with all new staff, students and Governors as part of the school's induction process. An annual review will be completed by the Leadership Team to review this policy and make adjustments to school practices accordingly. A range of professionals provide current, challenging and reflective training to all staff. Teachers work together to develop their practice and share their developments with their link Governors. Governors are able to provide support and challenge to senior leaders in regards to the on-going development of the policy and procedure.

**Agreed by Governing Body:**

**Date of next Review: October 2017:**

