



*Learning and working together
through Christ*

Assessment Policy

From September 2014, the Government will be introducing a New National Curriculum. We have reviewed and adapted the Assessment curriculum in light of these changes.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- St. Philip's Catholic Primary will use a selection of assessment tools to assess what progress the children have made in the academic year. "As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced.

We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do." (Department For Education Website)

This Assessment Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations."

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At St Philip's Catholic Primary School we ensure that the targets set for pupils are both realistic and challenging.

Principles of Assessment

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

- Assessment for learning should be part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans daily and use this to inform the next step of learning. Children are also proficient with using a variety of assessment strategies.

- Assessment should take account of the importance of learner Motivation.

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

- Learners should receive constructive guidance about how to improve
Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

- Assessment for learning develops learners' capacity for self assessment, so that they can become reflective and self-managing. Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in

self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Our Assessment Model

We have developed our assessment model by working with professionals and working together as a staff to create a robust and easy to follow assessment system for both staff and parents. We are using the Performance Standards and KPI's (Key Performance Indicators) provided by the NAHT to assess whether a child is emerging, developing or secure in their age expected statement or the above.

We assess children termly against the KPI's and make an overall judgement. We then use this data to identify children / groups who are making expected progress, more than expected progress and to identify children who may need intervention in a specific area.

Throughout the year 2014/15 we aim to create a Standards File which contains examples of moderated work at all levels. In addition we aim to work with external professionals as well as working together in school to moderate work to ensure that assessment is accurate and robust.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SEND Coordinator.

The SEND Co-ordinator and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential.

Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential. (See SEN procedures, G & T policy and marking and presentation policy)

Records and Information passed on from one year group to the next at the end of the Summer Term

- Group Lists (Numeracy, Literacy, Spelling)

- SATs/ test results
- Assessment Manager reports
- Provision Maps (SEN)
- Information on Gifted and Talented pupils
- Reading records
- Assessment folders
- Intervention Folders
- RE assessment
- PE assessment

Reports

- Parents receive a written record of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements.

Testing

- In Summer 1, Years 2 and 6 are tested/ assessed through SATs
 - Year 1 are assessed on the Year 1 Phonic Check

At St Philip's we use School Pupil Tracker system to record children's attainment and to measure progress termly. This data is then used to create intervention guides and discussed in pupil progress meetings and used in Performance Management meetings.

Whole schoolwork audits are carried out in all subjects regularly both by subject co-ordinators and SLT.

Children's targets are set termly at the start of each term, discussed and displayed within the classroom.

Marking of children's work reflects progress towards targets and independent work that achieves the target is highlighted.

Assessment of progress against targets involves a range of strategies including teacher, peer and pupil self- assessment.

Reviewed and Updated April 2016