

Saint Norbert's Catholic School

Assessment Policy

Date Adopted: Spring 2017

Date of Review: Spring 2019



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

**Love of God
Love of one another
Love of life itself**

St Norbert's Assessment Policy

Article 3- The best interests of the child must be top priority in all actions regarding children

RATIONALE

This policy has been drawn up in the context of the new national curriculum in England, due for implementation in September 2014, the government's consultation document Primary assessment and accountability under the new national curriculum, its final report Reforming assessment and accountability for primary schools, and the report of the NAHT Commission on Assessment. It is a policy in development - we will continue to update it based on evolving government requirements for assessment and sector-driven best practice. The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in St. Norbert's Catholic Primary School.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment.

New assessment procedures

The government outlined in the aforementioned consultation and response documents its intentions regarding the future of assessment in primary schools. The headlines are:

- National curriculum Levels will be removed and not replaced.
- The new national curriculum programmes of study set out what pupils should be taught by the end of each key stage. Schools should design their own curriculum based on these parameters.
- It will be up to schools to decide how they track pupils' progress and provide information to parents. There will be no prescribed system for on-going assessment and reporting.
- Detailed performance descriptors will be made available to inform teacher assessment at the end of key stages 1 and 2. These will be directly linked to the content of the new curriculum
- Statutory national curriculum tests at key stages 1 and 2 will continue. The first tests based on the new national curriculum will take place in summer 2016.
- The new national curriculum tests will be more demanding, with a more ambitious expected standard and will report a scaled score at the end of key stages.
- A new floor standard will be introduced, which will be based on the progress made by pupils from reception to the end of primary schools. This will be underpinned by a new reception baseline assessment. Schools will fall below the floor if pupils make poor progress and fewer than 65% of children achieve the new expected standard in Reading, Writing and Maths combined.

Fundamental Principles of Assessment

All assessment should:

- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards.
- Involve both teacher and pupils reviewing and reflecting upon assessment information.

- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- Enable parents to be involved in their child's progress.

Statutory assessment arrangements

End of EYFS assessment

The Early Years Foundation Stage Profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded at 'emerging', 'expected' or 'exceeding' level. St. Norbert's will assess against Development Matters statements and record assessments on Scholar pack and through use of Tapestry Learning Journals.

Year 1 phonics screening check

The phonics screening check is a statutory assessment for all Year 1 pupils in maintained schools, academies and free schools to confirm whether children have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1-1 test conditions with a teacher or teaching assistant. The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonic skills to decode words and not recognising words by sight. To pass, children must score at least 32 out of 40. Children who fail the test in Year 1 are required to retake it in Year 2.

End of KS1 assessment

At the end of key stage 1, teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. There will also be an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing. The tests will be updated to reflect the new national curriculum and will be expressed as a scaled score. Performance Descriptors will be introduced to inform statutory teacher assessments at the end of key stage 1.

End of KS2 assessment

The national curriculum tests are designed to assess children's knowledge and understanding of specific elements of the key stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. Schools administer tests in English reading, English grammar, punctuation and spelling and mathematics. An overall teacher assessment Level in each of these subjects is also submitted. Sample tests in science are used to provide national monitoring of standards. They take place every two years and involve a small number of pupils, with no individual pupil or school science attainment data being reported. No science samples are being undertaken in 2017.

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an on-going dialogue with pupils

about their learning progress. The outcomes of summative assessments are reported to the Headteacher. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Co-ordinator/Headteacher is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils towards their end-of year targets at pupil progress meetings.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, Assessment Coordinator/Headteacher, and Governors where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Inclusion Manager is responsible for:

- Close liaison with Class Teachers/Assessment Coordinator/Headteacher.
- Monitors progress against SEN Star target intervention programmes.
- Maintains SEN, EAL and pupil premium registers.
- Specific assessment tasks - diagnostic assessments.
- Liaising with external agencies.
- Formal assessment for an Educational Health Care Plan.
- Holding teachers to account for the progress individual pupils towards their end-of year targets at pupil progress meetings.

Summative Assessment

Strategy	Purpose
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage</p>	<p>To provide a summative end of key stage attainment result. It is a national measure against which to compare children's performance.</p>

<p>(http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf) At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	
<p>National Non-Statutory Tests: Commercially Produced Tests (e.g. NFER): Externally produced tests, purchased by schools, to be voluntarily administered.</p>	<p>To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use tests in Reading, Writing and Mathematics at the end of Y3, 4 and 5.</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Mid-Year Teacher Assessments: Teacher assessments using descriptors for levels of attainment in Reading, Writing and Mathematics are made in the Autumn, Spring and Summer terms.</p>	<p>Schools use these to support the judgements at the End of Key Stage and to monitor progress during the year.</p>
<p>End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y1,2,3,4,5 and 6. Level descriptions from the National Curriculum are used to inform teacher assessments. NFER Optionals</p>	<p>To provide information to parents and to the next year's teaching team.</p>
<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests). Rising Stars</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far.</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide a level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the level descriptions to make their professional judgements.</p>	<p>To provide information to parents and next phases of education.</p>

Formative Assessment

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning intention for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning intentions.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning intention (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information - the pupil's perspective.
Feedback: Must reflect the learning intentions of the task to be useful and provide an on going record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time, for core subjects, Reading, Writing, Maths and RE	Ensures pupil motivation and involvement in their own progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress for parents and the child.

HOW ASSESSMENT IS SHARED WITH PARENTS/CARERS

Parents/carers are their children's first and enduring educators and know and understand their children better than anyone else. It is important to see parents as co educators and encourage a two way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interest and extend their experiences. Equally this sharing of information will provide support to the parents/carers, helping them to build on this learning at home. In the Foundation stage parents are asked to take part in completing observation sheets at home to share with school. This goes towards the evidence for the Foundation stage profile. The following aspects of communicating with parents/carers may be considered

- Provide curricular targets to parents/carers
- Parent/carer workshop and meetings
- Interviews between teacher and parent/carer

- Foundation Assessment -EYFS Profile
- SEN -Star target reviews
- Gifted and talented -Scrap book challenge
- End of year reports
- St. Norbert's book look events

St. Norbert's is using ScholarPack to track attainment and progress. From September 2015 we will move away from levels and start assessing the pupils using Steps. We will be able to track and comment on statements that have been assembled from the DfE National Curriculum for each Key Stage.

What Are Steps?

Steps are indicators that represent each student's attainment against age related expectation using a unique colour-coded scale and summative scoring system. Each band comprises of 6 Steps, which can be recorded against termly assessments. This allows ScholarPack to calculate the age related expectation for each student displaying the result as a summative score and a colour. The colour coding system scale indicates a visual representation of each student's attainment against his or her age. A darker shade of green would indicate the student is working above their target and a darker shade of red would indicate the student is working below their target.

This table displays the aggregate score against each Early Year band/score and Step within the assessment system, the article also displays what the pupils should be achieving at each year and term to be considered **On Track**.

<u>Early Years Scoring System</u>			
Year	EYFS Band and Stage	Aggregate Score	Checkpoint
Nursery	16-22 Secure	7	
Nursery	22-36 Emerging	8	
Nursery	22-36 Developing	9	
Nursery	22-36 Secure	10	
Nursery	30-50 Emerging	11	

<i>Nursery</i>	<i>30-50 Developing</i>	<i>12</i>	
<i>Reception</i>	<i>30-50 Secure</i>	<i>13</i>	
<i>Reception</i>	<i>40-60 Emerging</i>	<i>14</i>	Autumn Term
<i>Reception</i>	<i>40-60 Developing</i>	<i>15</i>	
<i>Reception</i>	<i>40-60 Secure</i>	<i>16</i>	Spring Term
<i>Reception</i>	<i>Early Learning Goal 1</i>	<i>17</i>	
<i>Reception</i>	<i>Early Learning Goal 2</i>	<i>18</i>	Summer Term
<i>Reception</i>	<i>Early Learning Goal 3</i>	<i>19</i>	

Step Scoring System

Year	Checkpoint	Step	Aggregate Score
<i>1</i>	<i>Autumn</i>	<i>1:2</i>	<i>20</i>
<i>1</i>	<i>Spring</i>	<i>1:4</i>	<i>22</i>
<i>1</i>	<i>Summer</i>	<i>1:6</i>	<i>24</i>
<i>2</i>	<i>Autumn</i>	<i>2:2</i>	<i>26</i>
<i>2</i>	<i>Spring</i>	<i>2:4</i>	<i>28</i>
<i>2</i>	<i>Summer</i>	<i>2:6</i>	<i>30</i>
<i>3</i>	<i>Autumn</i>	<i>3:2</i>	<i>32</i>
<i>3</i>	<i>Spring</i>	<i>3:4</i>	<i>34</i>
<i>3</i>	<i>Summer</i>	<i>3:6</i>	<i>36</i>
<i>4</i>	<i>Autumn</i>	<i>4:2</i>	<i>38</i>

4	<i>Spring</i>	4:4	40
4	<i>Summer</i>	4:6	42
5	<i>Autumn</i>	5:2	44
5	<i>Spring</i>	5:4	46
5	<i>Summer</i>	5:6	48
6	<i>Autumn</i>	6:2	50
6	<i>Spring</i>	6:4	52
6	<i>Summer</i>	6:6	54

Monitoring, Moderation and Evaluation

Senior Leaders and the Headteacher will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually either internally within clusters or by the LEA; Key Stage 1 assessments are moderated every three years by the LEA; Writing, Maths and Reading assessment will be moderated three times a year internally or in clusters. Year 6 Writing will be moderated every four years by the LEA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

This policy should be read in line with the guidance in the following policies:

Teaching and Learning Policy

Marking and Feedback Policy

SEN Policy

EAL Policy

Pupil Premium Policy

G&T Policy

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the Governing Board)

Date _____