

Corpus Christi Catholic Primary School



Assessment, Recording and Reporting Policy

Introduction

At Corpus Christi we believe that Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement. At Corpus Christi assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements so that all learning is personalised to enable all children to make progress in each lesson. All staff are regularly trained in our approach to assessment.

Fundamental Principles of Assessment

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- 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

Roles and 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. These outcomes will be shared with pupils as part of an ongoing dialogue about their learning progress. The outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Head Teacher/Deputy Head Teacher/Senior Management Team 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 targets.
- 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 foundations 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 of individual pupils towards their end of year targets.

Subject Leaders are responsible for:

- Ensuring all staff are familiar 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 and SLT, where appropriate.
- Monitoring standards in their subject.

Teaching Staff are responsible for:

- Regularly assessing pupils and providing feedback.
- Adapting planning in line with assessments to ensure good progress for all.
- Providing assessment information for pupils and parents as well as school leaders.

Governors are responsible for:

- Monitoring whole school progress data with support of the Headteacher/Deputy Headteacher.

Teaching Assistants are responsible for:

- Providing feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers are responsible for:

- Supporting children at home with homework to positively impact on progress.

Pupils are responsible for:

- Completing all work to highest of standards in order to make good progress in school.

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. Following assessment, data is analysed in detail by the HT/DHT and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Types of Assessment

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative: This is a 'snapshot' testing which establishes what a child CAN do at a given time.

AFL: Teachers should be using a variety of strategies that help to inform them of their pupil's current level of understanding and progress at the outset of, within and at the end of a lesson/unit. Such techniques include:

- Sharing learning outcomes
- Use of success criteria
- Targeted questioning
- Talking partners
- Peer and self-assessment

Statutory Assessment

EYFS

In line with statutory requirements, assessment in Foundation Stage is carried out on an ongoing, formative basis and a summative assessment is reported to the local authority. From 2016 it will no longer be statutory for schools to publish their results at the end of EYFS (data regarding Good level of Development in Early Learning Goals) although we anticipate that the LA will still request this information and our school will continue to use it as a measure of success and progress of children in EYFS. From 2015 it has become statutory to administer and report results of a Baseline assessment from an outside provider, in our case Early Excellence. This data is then used to address gaps and identify vulnerable children. The DfE will use the data to set targets for end of KS2 attainment and progress.

KS1

The Year One phonics screening test is carried out at the end of Year 1 and also in Year 2 for any children who did not meet the required standard in the previous year group. These results are also reported to the Local Authority and published on their RAISE site. At the end of KS1, teacher assessment is carried out in Reading, Writing, Speaking and Listening, and Maths which are to a large extent evidenced by statutory tests which are internally marked, but must also be supported by teacher assessment of work in books. A judgement is awarded which may be moderated by the Local Authority. This will also be reported to the Local Authority and published on RAISE.

KS2

At the end of KS2 statutory formal testing is carried out in Maths, Reading and Grammar, Punctuation and Spelling. These tests are externally marked and the results sent to school and published by the Local Authority. A writing level is awarded based on teacher assessment which is reported to Local Authority and may be moderated. A teacher assessment judgement will also be made in reading, speaking and listening, maths and science.

Assessment Protocols

Early Years Foundation Stage:

On entry to the school children will be formally assessed using the Early Excellence Baseline. Results are used to inform planning, set targets and aid early identification of any special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The specific areas of learning:

Literacy

Mathematics

Understanding of the World

Expressive Art and Design

Characteristics of effective learning:

Playing and Exploring

Active Learning

Creating and Thinking Critically

There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). These are recorded half termly in our school's Early Years Tracker which shows progress across all 17 ELGs.

Each child's developments and achievements are also recorded in their Learning Journals.

Key Stage 1 and Key Stage 2:

Reading

- Guided Reading and Independent Reading is assessed formatively using Gateshead Reading GAPs and Salford Reading Tests.
- Individual pupil progress is discussed at the end of each half term during Pupil Progress Review meetings (PPR) with class teachers and senior leaders.
- Summative assessment information is inputted termly into our SIMs Tracking System and progress monitored towards targets.

Writing

- At the end of a completed unit of work, writing is assessed formatively using our school marking policy and Gateshead Writing GAPs.
- Individual pupil progress is discussed at the end of each half term during Pupil Progress Review meetings (PPR) with class teachers and senior leaders.
- Summative assessment information is inputted termly into our SIMs Tracking System and progress monitored towards targets.

Maths

- At the end of a completed unit of a half term, maths is assessed formatively using our school marking policy and Gateshead Maths GAPs.
- Individual pupil progress is discussed at the end of each half term during Pupil Progress Review meetings (PPR) with class teachers and senior leaders.
- Summative assessment information is inputted termly into our SIMs Tracking System and progress monitored towards targets.

Science

- Science is assessed half termly using our school science assessment grids.

Assessment within Curriculum Subject Areas:

Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing in order to make progress. Marking and feedback is used to highlight areas of strength, areas for improvement and next steps.

Special Educational Needs:

Pupils identified on the SEN register are assessed in line with other pupils where possible or against Programmes of Study from an appropriate year group or targets on their individual Education, Health and Care Plan (EHCP).

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools within the cluster
- By attending LA sessions to ensure our judgements are in line with other schools.

Evidence of moderated work will be kept by curriculum leaders.

Reporting

Reports promote and provide:

- Good home/school relationships
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

Parents are invited to attend formal consultations (parents evenings) with the teacher during the Autumn and Spring terms when targets for Reading, Writing, Maths and General Comments are shared. Should the need arise parents are welcome to discuss the progress of their child with the Teacher or Headteacher at other times.

A written report for each child is sent to parents once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of expected progress in relation to the relevant Programme of Study. Targets for Reading, Writing and Maths are also set.

For children at the end of Year 1, additional information relating to Phonics Screening will also be shared. This will also be shared with Year 2 children who have re-sat the Phonics Screening.

Marking and Assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. They are expected to respond to teachers' comments. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with, or on occasion, without the support of the class teacher.

Our assessment procedures will:

Make clear to all children our expectations in terms of learning behaviours.

- Set out the attitudes and behaviours we expect of children when in the classroom
- Show them how work is to be presented in their books and establish the high standard required by the school
- Give children opportunities to succeed and acknowledge how and when they are becoming successful learners to establish self-confidence and good learning behaviours.

Share learning objectives with children

- Share learning objectives using language that children understand
- Use these objectives as the basis for questioning and feedback during the learning activities as well as in pit stops/plenaries
- Use this ongoing assessment to adjust the learning and groupings and to inform planning
- Refer children back to earlier learning objectives to demonstrate and review progress over time.

Help children to recognise the standards they are to achieve and have already achieved

- Share and discuss children's work explaining how and why they have met the standards expected
- Give children clear success criteria that relate to the learning objectives
- Set clear and shared expectations about the presentation of work and model how this is to be achieved with examples to set out standards
- Display examples of children's work-in-progress as part of a working wall.

Involve children in self-assessment and peer-assessment

- Provide time for children to read teacher's feedback and assess how successfully they carried out the tasks set
- Give children opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve
- Ask children to explain the steps in their thinking and justify their decisions and reasoning
- Model with children the language of assessment that they can use to review their own and their peers' learning and to identify next steps in learning
- Establish a classroom ethos that enables a critical review of work to be undertaken that is seen as positive and not taken as any personal criticism
- Engage the children in feedback through their responses to teachers' comments and giving children a short additional challenge to carry out that highlights what they have learned or what they need to correct/improve.

Provide feedback which leads to children recognising their next steps and how to take them

- Provide immediate oral feedback that helps children to identify misunderstandings, correct errors and take the next steps needed to move their learning on
- Mark work sharing criteria, give feedback and identify next steps and targets
- Acknowledge success and give positive feedback but avoid giving excessive or undeserved praise
- Ensure feedback is constructive and identifies what a child has done well, what needs to be done to improve, and how to do it
- Identify the next steps for individual children and where appropriate for groups who can collaborate on a common approach to improvement or progress.

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