

ST JAMES' RC ASSESSMENT, PLANNING AND RECORDING POLICY

This policy has the School's Motto at its heart.

**Faith in action,
Growing together,
Walking in the footsteps of Christ**

Why do we assess?

Assessment is fundamental in order to extend and challenge the children's learning so that they can reach their full potential. It also provides a whole school overview that allows objectives to be set and is used to inform class planning, children's next steps, resources, support, whole school targets and training. Assessment should be incorporated into teaching strategies in order to assess progress and diagnose any of the needs of an individual, class group, class or whole school group. Data is analysed by staff and governors to evaluate teaching, to see where there are strengths and weaknesses and to decide which areas to focus on and set whole school targets. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Who is assessment for?

- Class teacher to inform planning
- Pupil to understand their next steps
- Parent to know how their child is doing against age-related norms
- Head teacher, subject leaders, LMT and governors to analyse data.

What are the principles of assessment?

- To monitor progress and to support learning
- To recognise the achievements of pupils and identify any areas for development
- To inform pupils of their progress and their next steps
- To guide planning, teaching, additional support, curriculum development and resources
- To inform parents and the wider community of pupil achievement
- To provide information to ensure continuity when the pupil changes school or year group
- To comply with statutory requirements

Terminology and 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.

Assessment for learning: Teacher should be using a variety of strategies that help to inform them of their pupils' current level of understanding and progress at the outset of, within and at the end of a lesson or unit. Such techniques include:

- Mini whiteboard work
- Use of "lolly sticks" for random selection
- Targeted questioning
- Marking that links to the success criteria
- Children's comments both written and oral about their progress

Summative: Formal summative tests occur either each half term or at the end of a unit of work. These outcomes are communicated to both pupils and parents. Subject leaders will use the data to identify patterns and inform whole school planning.

Diagnostic: All assessments can provide diagnostic evidence however certain assessment tools can be particularly useful in providing more detailed data and further information can be obtained from the school's SENCO.

Assessment in EYFS

The statutory Reception Baseline will be completed in the first half term that the child is in school. An internal, informal baseline assessment will also take place which will be collaborated by pre-school transfer assessments and home visit discussions. Results are used to inform planning, set targets and aid the early identification of special needs. Children will be informally assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. In the summer term 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 arts and design

The new EYFS framework places emphasis on teachers' professional judgment in making accurate summative assessments in relation to each of the 17 early learning goals (ELGs). For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected) or not yet reaching this level (emerging). Teacher assessment in EYFS involves frequent, systematic, focused observations of children. It may include the whole class, a small group, or an individual child. Most of the observations include the teacher talking with, questioning, and listening to children discussing their work. Particularly noteworthy progress may be recorded by written comments and photographs. These are then fed into the school assessment system Classroom Monitor which uses Development Matters as a base to track progress over the Reception year. The end of year school report will inform parents of which ELGs have been met and will also include a short narrative describing the child's characteristics of effective learning.

Assessment in KS1 and KS2

Year 1 onwards: Continual formative assessments take place throughout the year. All subjects are assessed according to working towards, expected or greater depth. The children do weekly spelling, tables or mental maths tests. Ongoing data is added to Classroom Monitor.

Year 1: The Phonic Screening Check is carried out in June and results are reported to parents. Cornerstone tests in Reading and Maths are administered from the spring term.

Year 2: Teacher assessments are reported at the end of KS1. Evidence is gathered using teacher observations over time. Cornerstones tests in Reading, SPAG and Maths are administered in the autumn term followed by old practice SATs papers. SATs are administered in the summer term. The Phonic Screening Check is repeated in June for those who did not pass in Year 1 and results are reported to parents.

Years 3, 4 and 5: Termly Cornerstones tests in Reading, SPAG and Maths are administered. Rising Star Progress tests can also be used throughout the year.

Year 4: A Multiplication Check is taken online in the summer term and results are reported to parents.

Year 6: Teacher Assessments are reported at the end of KS2. Evidence is gathered using teacher observations over time. SATs are administered in the summer term and results are reported to parents.

KS2 children undertake Suffolk Reading Tests in June.

	ASSESSMENT	TARGETS
ENGLISH	Continual formative assessment. Termly Assessments in Writing and SPAG using Cornerstones Writing year group assessment sheets are used three times a term	
NUMERACY	Continual formative assessment. Termly assessments using Cornerstones	Teacher's feedback indicates small step targets which children can focus on to improve their learning.
SCIENCE ART DT HISTORY GEOGRAPHY	Continual formative assessment. End of unit assessment vehicle	Front pages for all topics include key targets for the unit of work.
RE	Continual formative assessment. Termly unit assessment.	Key RE skills are at the front of the RE books for each year group. Teacher marking indicates areas which children can focus on in order to improve their learning.
COMPUTING PE FRENCH MUSIC	Continual formative assessment. End of unit assessment vehicle	

Planning

The planning and moderating of lessons gives opportunities for each pupil to be stretched and challenged in order to fulfil their potential and to excel. All teachers' planning needs to be differentiated and clear, with evidence of enrichment and extension activities for the exceeding. Planning should include high expectations where all talents and abilities are valued and excellence is strived for. Planning should include:

- A clear shared learning question for each lesson
- A variety of teaching styles to ensure that learning is enjoyable and challenging
- Opportunities to develop speaking and listening skills, especially the ability to explain, justify and question
- A variety of extension and enrichment activities requiring high order thinking skills within a challenging and supportive environment
- The opportunity for children to become increasingly confident and develop self-esteem by allowing them to become partners in their own learning
- Success criteria to enable the children to assess their own work
- The opportunity for children to take risks and make mistakes from which they will learn.

Long Term Planning

The School Development and Improvement Plan is produced yearly and reviewed termly. It is formulated and evaluated by the Head teacher, LMT, Governors, staff, pupils and parents. Curriculum Maps showing broad details of all the subjects for each year are revised at the end of the academic year.

Termly Medium-Term Planning

There is a comprehensive planning pack which includes planning sheets for each subject, including assessment opportunities and cross-curricular links. The planning pack also includes a class provision summary outlining additional support resources and interventions. A copy is added to teacher share for the subject leaders and the Head teacher at the start of every term.

Weekly Short-Term Planning

A weekly timetable plan is completed by every class teacher. A copy is added to teacher share for the subject leaders and the Head teacher at the start of every week. The planning may be annotated to show day to day adaptations.

Daily planning

Teaching staff are able to keep a day book of activities planned. This may include notes jotted down from observations of children at work. A contact book may be used to ensure effective communication with and from support staff. Support staff have access to the feedback folder so they can check who to focus on during lessons and who may need additional support

Record Keeping

Teachers use record keeping to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's planning sheets
- Children's work/ books
- Teacher's notes
- Classroom Monitor
- Observation notes
- Teacher Marking Sheets

Tracking

LMT and Subject Leaders undertake work scrutinies each term and track attainment and progress.

Exceeding, Gifted and Talented

The school aims to provide the best possible education for all children including the exceeding, gifted and talented. We believe firmly that recognition and support for our exceeding pupils is a factor in raising achievement for all pupils. The Exceeding, Gifted and Talented Register is updated and monitored every academic year. It is the responsibility of the class teacher and Subject Leader to track the pupils' progress and monitor the register.

Reporting to parents

Reports promote and provide:

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

A meeting is held in July for parents of children due to start school and Class Briefings are held in September. Goal Sharing is held in the autumn term for parents and pupils and in the spring term there is an open evening when parents are invited to look at their child's work and to discuss the child's progress with the class teacher. The 'Walk Around Evening' takes place in July when the school is open for parents and children to look around at displays of work and make appointments with the class teacher if needed. There are termly 'open classroom' events to look at work and see the school in action. Curriculum information evenings are held throughout the year. A phonic screening meeting for parents takes place for Year 1 parents annually and a secondary transfer meeting is held in the autumn term for Year 5 and 6 parents. Parents of children with SEND meet with the class teacher or SENCO at the start of each term. A detailed report for each child is sent to parents in July each year. This includes details of the child's progress in all subject areas and targets for improvement. Results of formal tests are also included. Should the need arise parents are welcome to discuss the progress of their child with the class teacher, Deputy Head or Head teacher and the school may also invite parents for meetings if necessary. Parents may come into school to speak to class teachers, the Deputy Head or the Head teacher however they are asked to make an appointment first with the school office. The Head teacher holds an open surgery weekly where no appointment is necessary.

Reporting to Governors

Governors are given a termly update on progress across the school by the Head teacher.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement in the following ways;

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure their judgements are in line with other schools

Subject Leaders are encouraged to keep portfolios of moderated work to serve as a point of reference for all teachers. These also demonstrate standards to new teachers, governors, parents, inspectors and other visitors to the school.

What is expected?

The data meetings and target setting meetings with the Head teacher and class teacher are rooted in the performance descriptors and where pupils are in relation to these. The Head teacher will report to Governors, the DFE and OFSTED. Subject Leaders will analyse the data on Classroom Monitor and this will inform their curriculum priorities. Class teachers will keep a variety of evidence for teacher assessment according to the subject.

This policy should be read in conjunction with the Equal Opportunities Policy.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

This Policy was last reviewed in summer 2022 and it will next be reviewed in summer 2025

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)