



Assessment and Reporting Policy

At St Philomena's School we believe that assessment provides the basis of informed teaching, helps pupils to overcome difficulties and ensures that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupil's continuing progress.

Summative assessment is important for accurate information regarding a pupil's attainment and progress.

AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual pupils and year groups.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each pupils.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents to enable them to support their child's learning.
- To provide information that allows the Headteacher and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

TYPES OF ASSESSMENT

At St Philomena's School we use a combination of formative and summative assessment:

Formative Assessment - Assessment for Learning - AfL

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are carried out during a period of learning. They include observation, written feedback, verbal feedback, questioning strategies, peer assessment and self assessment.

Formative assessments are used to:

- Identify pupil's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group, and individual.
- Track a pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning - AoL

Summative assessments are used to measure performance. They are carried out at the end of a period of learning via end of topic or unit tests or end of year examinations. They are important for informing both parents and teachers of a pupil's attainment and progress. They also inform whole school target setting.

Summative assessments are used to:

- Identify attainment through one-off standardised tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide age standardised information.
- Provide end of Key Stage data.
- Provide information about year group strengths and weakness to build from in the future.

PLANNING FOR ASSESSMENT

The Early Years Foundation Stage (EYFS) Framework is used to plan the curriculum and inform teaching in Reception.

In Years 1 to 6 the National Curriculum is used to plan our curriculum overview and schemes of work and guide our teaching. It provides us with the framework to ensure breadth and balance in our curriculum. We use the assessment guidance in these documents to help us identify each child's level of attainment.

Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. Lessons are planned in detail, taking into account the needs of all pupils.

Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

ASSESSMENT IN RECEPTION CLASS

CEM (Centre for Evaluation and Monitoring) baseline testing is used internally within the School. These assessments allow us to identify what each pupil knows and can do at the start of the school year, and help us see what support they need to help them progress. Pupils are assessed at the beginning and towards the end of the academic year to demonstrate the progress they have made.

Assessment in Reception is on-going and happens on a daily basis. Through observations and focused tasks and activities, teaching staff make decisions about what a child has learned or can do so they can move on in their learning.

Exemplar pieces of independent work are kept in individual books. These are used as a record of attainment for each child and provide key evidence in support of the Early Learning Goals.

THE ASSESSMENT PROCESS IN YEARS 1 TO 6

CEM baseline testing is used internally within the School to help monitor and support individual progress. Pupils are assessed at the beginning of each academic year.

The Headteacher carries out staff training and ensures all class teachers, subject teachers and teaching support staff have full access to the baseline data directly from the CEM website. CEM baseline data is used to help inform lesson planning.

In addition to this baseline data, pupils from Forms 1 to 6 undertake the following assessments which are used by teachers to inform planning and identify next steps for each pupil:

Weekly

- Spellings
- Independent writing

Half Termly

- Reading

End of Unit

- RE
- English

Termly

- Progress in Reading
- Progress in Understanding Mathematics
- Maths: Reasoning and Problem Solving
- Maths: Arithmetic

For other subjects, work is assessed against the objectives set out in the National Curriculum.

A special educational needs register and intervention tracker is maintained to ensure that pupils with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.

RECORD KEEPING

Consistent record keeping by all teachers allows the effective monitoring of pupil progress. The recording of individual pupil assessment outcomes is the responsibility of each teacher. Class teachers are expected to keep a record of the results of the assessments detailed in this policy, together with any other assessments linked to both formative and summative methods of assessment. Teacher records are used to inform reporting (formal and informal) to pupils, parents and the Headteacher.

REPORTING

Each academic year, pupils from Reception to Form 6 receive:

- Two parents' evenings
- One progress report
- One full written report

Grade Descriptors

Written reports note pupils' progress in achievement and effort (attitude to learning) according to the following grade descriptors:

Attainment

Emerging	Pupil is starting to learn a new skill. They need full adult support or intervention. They are working below the expected level of attainment for their year group.
Working towards	Pupil shows an increased understanding. They have begun achieving some tasks independently and need less adult support. They are working towards the expected level of attainment for their year group.
Working at	Pupil is achieving independently nearly all of the time. They are working at the expected level of attainment for their year group.
Working at greater depth	Pupil has secure knowledge and understanding. The majority of the time they work beyond the expected level of attainment for their year group.
Mastered	Pupil has secure knowledge and understanding. They consistently work beyond the expected level of attainment for their year group and can apply their learning in other subjects and new situations. Pupils achieving this level of attainment are typically in the top 5% of the population.

Attitude to Learning/Effort

Excellent	Pupil always engages with the learning and works hard throughout the lesson. Their behaviour and conduct contribute to a positive learning environment. They complete homework on time and to the best of their ability. They extend their learning independently.
Good	Pupil always engages with learning and works hard throughout the lesson. Their behaviour and conduct contribute to a positive learning environment. They complete homework on time and to the best of their ability.
Satisfactory	Pupil usually engages with learning and often works hard throughout the lesson. Their behaviour and conduct usually contributes to a positive learning environment. They usually complete homework on time, but not always to the best of their ability.
Poor	Pupil seldomly engages with learning. They seldomly work hard throughout the lesson. Their behaviour and conduct does not always contribute to a positive learning environment. They seldomly complete homework on time and to the best of their ability.

When reporting, pupils should generally be receiving an attitude to learning grade of 'Excellent', 'Good' or 'Satisfactory'. Any pupil receiving an 'Excellent' approach to learning grade should be extending their learning independently. It is vital that staff report accurately to ensure consistency across all subjects.

An attitude to learning grade of 'Poor' should never be entered onto a report if concerns and issues have not already been raised with parents and the grade agreed by the Headteacher.

MODERATION

Moderation takes place each term to ensure consistency of marking and assessment. The Headteacher and Deputy Head carry out work scrutiny to evaluate consistency.

The Reception class teacher is involved in local authority moderation for the EYFS. The Year 2 and Year 6 teachers are involved in Diocese moderation for RE.