

ST ALOYSIUS' CATHOLIC JUNIOR SCHOOL

ASSESSMENT POLICY

MISSION STATEMENT:

Through Jesus, we learn, love and grow together

This policy was written with close reference to the DfE Assessment Principles (published April 2014)

AIMS AND PRINCIPLES OF ASSESSMENT AND RECORD KEEPING

- To enable our children to demonstrate what they know and understand;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum;
- To differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling;
- To provide regular information for parents that enables them to support their child's learning;
- To provide senior leaders and governors with information that allows them to make judgements about the effectiveness of the school;

FORMATIVE ASSESSMENT

At St Aloysius' Catholic Junior School formative assessment is used to identify where learners are in their learning, where they are going and how to get to there. In order for this to be successful, we believe that the teacher, learners and their peers each play an important role. Formative assessment takes place in every lesson, every day. We use 5 key strategies identified by Leahy, Lyon, Thompson and Wiliam (2005) for formative assessment. These are outlined in the table below.

Key Strategies	Examples of what this looks like
1. Clarifying and sharing learning intentions and criteria for success	Having a clear learning objective on the board (WALT) Pupils taking ownership of success criteria Success criteria on the board or in the books Sharing the outcome at the start of the lesson so pupils know what they are working towards.
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning	Range of questioning Hinge question Find the fib Involving all pupils (no hands up, lolly sticks, targeted questioning, whiteboards, hand signals) Wait time Chance to rehearse answers Talk partners with a clear purpose (modelled with structure)

3. Providing feedback that moves learning forward	Verbal feedback in lesson Written feedback on every third piece of work in pupils' books Use of a school marking code
4. Activating learners as instructional resources for one another	Peer marking (eg 2 stars and a wish) Visualiser to display work 'Experts' Sharing good mistakes
5. Activating learners as the owners of their own learning	Pupils respond to the feedback in their book using a green pen Articulating their learning Exit ticket

MARKING

Pupils' work is marked using the school marking code. At least every third piece of work is marked with a comment that moves the learning forward. Sometimes this feedback will be provided within a lesson. The expectation is that all pupils respond to feedback using a green pen. Teachers use marking as an opportunity to assess pupils' understanding and inform planning for the next lesson (eg pitch and challenge, adult support, intervention, resources).

SUMMATIVE ASSESSMENT

RE

Pupils are assessed at the end of each term using the Levels of Attainment in Religious Education for Catholic Schools and Colleges. Pupils complete extended writing tasks throughout each RE topic which the teacher assesses to help them find the best fit level for the child for AT1: Learning about religion and AT2: Learning from religion. These levels are recorded on the pupil tracking grid.

Reading

During guided reading the teachers use the Oxford Reading Criterion Scale (in conjunction with the Oxford Reading scheme) to assess pupils against a range of criteria for the reading standard they are working towards.

At the end of each term pupils take the PIRA (Progress in Reading Assessment) tests. These give each pupil a standardised result and age related score that that enables the school to see how well each pupils is doing in relation to the standards expected for the year group and track pupil progress term by term. They also provide class teachers with reliable diagnostic and predictive information to support and guide effective classroom learning.

All pupils eligible for the pupil premium are assessed using the PM Benchmark during their 1-1 reading sessions with the Class Teacher or Teaching Assistant. The targets identified in the assessment then become the focus for future reading sessions.

Writing

At the end of each unit of work in English pupils complete an unseen piece of assessment of the text type they have been studying. These writing assessments are recorded in their blue writing assessment books. At the end of the term the children are levelled using the Oxford Writing Criterion Scale (using a range of their writing). There are regular opportunities for teachers to moderate their judgements with their parallel teacher and those in other year groups. Writing assessment books provide a long term record of children's achievements and are passed up through the classes.

Mathematics

Pupils take the PUMA (Progress in Understanding Mathematics) test at the end of each term. These give each pupil a standardised score that enables the school to see how well each pupil is doing in relation to the standards expected for the year group and track pupil progress term by term. They also provide class teachers with reliable diagnostic and predictive information to support and guide effective classroom learning.

PUPIL TRACKING

Class tracking sheets are used for the core areas of the curriculum: RE, reading, writing and mathematics. They show recordable measures which demonstrate comparison against the expected standards and reflect progress over time. These are updated termly based on assessment results. All tracking sheets are kept on the shared network and easily accessible. These are used to inform progress and used to predict outcomes for the end of year and key stage. We make particular reference to the progress pupils are making based on their conversion rate from KS1 results to the end of KS2.

At the end of each term transition matrices are produced for each year group in reading, writing and maths showing the percentage of pupils making expected progress, not making expected progress or exceeding expected progress. This is used to inform interventions for the following term.

EXTERNAL TESTING

All pupils at the end of Key Stage 2 (Year 6) will be tested through Key Stage 2 SATs. The only exception is any pupils working below the level of the test. These pupils are disapplied by the Headteacher

Results from these tests will be used by the school to identify key areas of success and areas for development.

REPORTING TO PARENTS

The children have homework in all years on Monday, Wednesday, and Friday. We strongly encourage parents to be involved in their children's learning and to sign the homework to show that they have seen it.

This provides the parents with an opportunity to see what the children are doing at school and to assess their own child's progress and support them accordingly.

We hold two open evenings a year.

In the Autumn Term we invite parents into school to discuss with them their child's progress and teachers can identify areas for future development which the parents can support. These open evenings are held over two days and appointments are made.

In Spring Term we provide parents with a mid year progress meeting and discuss ways in which their child could improve and techniques that can be done at home to support their child's learning.

In the Summer Term parents are provided with a written report highlighting their child's achievements and progress in all the areas of the curriculum. Parents are given the opportunity to discuss this report at a given time after school. Parents of Year 6 pupils are given a time at an open evening to receive the results of the Key Stage 2 SATs and discuss targets for secondary school.

Children on the school's SEND register from year 5 and 6 have termly parent conversations to set and review IEP targets.

The end of year reports are kept in the pupil's individual file and can be used by the next class teacher.

Parents are encouraged to take any concerns they may have to the class teacher. This can be arranged by appointment. Parents of children experiencing particular difficulties may need to make a regular appointment to see the class teacher to review their child's progress.

FREEDOM OF INFORMATION

Parents and /or legal guardians will have statutory rights to review their child's records.

The Head teacher has access to all records in order to review and monitor planning and assessment in the school.

Members of the governing body and LA have statutory rights to records to review and monitor.

Each class teacher will have access to assessment details of individual children to inform their planning.

Assessment information regarding individuals is confidential and will be restricted to the relevant audiences.

Monitoring the Policy:

The Head Teacher and senior Leadership Team will monitor the policy by regular reviews and observations.

The Head Teacher will publicise the policy and bring it to the attention of pupils, parents and staff annually.

This policy was updated by Tracey Shevlin the Deputy Headteacher on 10th March 2016.

Review date: Spring 2018

Signed:

Chair of SEN and Curriculum Committee

St Aloysius' Junior School Marking Code



Code	Meaning	Example	How do I correct this?
^	Missing word	Up [^] in clouds.	Write in the missing word. Eg. <i>the</i>
sp	Spelling mistake	They had a <i>sp</i> grate day.	Copy out the spelling correctly 3 times underneath. Eg. <i>great</i> _____
P	Missing punctuation	<i>P,</i> We had jelly ice cream and sprinkles for dessert.	Read the words on that line and insert the missing punctuation.
~~~~~	Doesn't sound right	Crawling on his arm was a <u>ant</u> .	Rewrite the phrase correctly.
//	New paragraph	...would she ever escape from the tunnel? // The following morning...	If copying the work out for a final copy, start a new paragraph here.
✓	Correct	6 x 7 = 42 ✓	😊 Nothing to change
→	Next step	→ Write a more powerful verb for walked.	Read the next step and complete it in your book.
█	Superb - my teacher is tickled pink with this!	Planning his trip <u>meticulously</u> was crucial.	😊 Nothing to change
█	Green for growth- something that could be improved.	Danny <u>walked</u> slowly into the classroom.	Improve this using your next step for advice.
T or TA	My teacher or Teaching Assistant helped me with this bit of my work.		
VF	An adult gave me verbal feedback.		I followed their advice in the lesson using a green pen.



We always edit our work and make our corrections with a green pen.

We always act on our next steps so that we can improve our learning!

## Appendix 2

### **10 Principles for Assessment for Learning**

#### **1. Assessment for learning should be part of effective planning of teaching and learning**

A teacher's planning should provide opportunities for both 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. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

#### **2. Assessment for learning should focus on how students learn**

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

#### **3. Assessment for learning should be recognised as central to classroom practice**

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgments are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

#### **4. Assessment for learning should be regarded as a key professional skill for teachers**

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development. (Lesson study model.)

#### **5. Assessment for learning should be sensitive and constructive because any assessment has an emotional impact**

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work and effort rather than the person are more constructive for both learning and motivation.

#### **6. Assessment for learning should take account of the importance of learner motivation**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. 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.

#### **7. 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 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.

#### **8. 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.
- (Responding to the arrow for improvement in their marked work-Every third piece.)

#### **9. 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-assessment.

#### **10. Assessment for learning should recognise the full range of achievements of all learners**

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.