



Love God, Love each other, Love Learning

MISSION STATEMENT

Learning to Love, Loving to Learn

Love God, Love Each Other, Love Learning

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed respected and cared for and where Love is at the heart of everything we do.

ASSESSMENT POLICY

Revised May 2019

References made to the United Nations Conventions on the Rights of the Child.

At Sacred Heart RC a range of assessment will take place throughout the year which provides teachers, pupils and parents with the information they need to ensure that every child is reaching their full potential. *(Article 29)*

Rational:

Your child's progress is assessed throughout their time in school in order to determine their next steps in learning. The results and progress made are recorded using different methods, which parents are very welcome to look at. This year (2015 / 2016) we are reviewing the assessment procedures used in school, as we look at the use of data and tracking systems to improve each pupil's progress. *(Articles 28, 29)*

Roles and Responsibilities:

The Governing Body has overall responsibility for the implementation of the Assessment Policy. *(Article 29)*

The **Headteacher** will be responsible for the day to day implementation and management of the Assessment Policy. *(Article 29)*

The **Assistant Headteachers** supported by the Senior Leadership Team are responsible for collecting and interpreting the assessment data for their key stage and updating the Head and Deputy on the effectiveness of provision, using local, national and school level assessment data. *(Article 29)*

The **SENCO** is responsible for maintaining the SEND register, coordinating individual support, handling pupil reports received from other agencies and reviewing EHC Plans and IEPs in line with statutory requirements. *(Articles 3, 12, 29)*



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Class teachers are responsible, with a member of the SLT, for setting the children's individual targets, assessing progress towards these targets, maintaining accurate pupil records and reporting to parents / carers. *(Article 29)*

Day to day assessment:

- **Assessment for Learning** strategies are the basis of most day to day assessments underpinned by secure knowledge of children's attainment and next steps.
- In Guided Reading, daily assessments of the children's responses, understanding and progress are made to swiftly inform adaptations to planning.
- Pupils use **Steps to Success** and differentiated **Success Criteria** to support their learning and to help them to evaluate their progress towards the lesson objective.
- Teachers mark children's work in line with the schools Marking and Feedback Policy.
- Children review their own learning during RaR time and also assess their peers.
- Teachers make observations of children's play, work (both written and verbal) and social interactions and use these to inform their teaching.
- High level questioning is used to challenge thinking and assess understanding.
- **Foundation Stage:** Observations of learning and development are completed daily in the Foundation Stage and this information is used to complete the Foundation Stage Profile and Rochdale Early Years Tracker as well as informing planning and next steps. On entry to the Nursery and Reception Classes a Baseline Assessment of the children is made using the Development Matters Age Related Expectations.
- 2 Simple is used to record observations of pupil's learning alongside photographs.

Half termly Assessment:

- February 2018, Target Tracker was introduced to record pupil's assessment results, to monitor progress across the school and to analyse progress and attainment data.
- Each half term, the Assistant Headteachers use Target Tracker to update the school's internal progress tracking grids for reading, writing and maths for individuals and groups. This will be used to determine how many children are 'on track' to meet the expected level at the end of each year group and to inform strategic planning to diminish the difference.

Termly Assessment

- Each term, children complete an assessment in Religious Education which is kept in their RE Continuation Books. The assessment is levelled and judgements are moderated. The Headteacher samples the judgements and collates the data as part of the RE Leaders Position Statement.
- At least once each term, every class teacher meets with the Headteacher to review the progress and needs of each child in their class. These are called 'Pupil Progress Meetings'
- Each term, the children in years 2 -6 complete a formal assessment in reading comprehension, GAPS, maths and science. These tests (PIRA / PUMA) give each pupil a Reading Age and Standardised Score which is then used to track progress.



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- A short report to parents is provided for the October and February Parents Evening which informs parents of their child's progress in Literacy and Maths as well as giving the next steps in their child's learning.
- Termly Book scrutiny across the curriculum to ensure consistency of quantity and quality in line with the school's Teaching and Learning Policies.
- Termly evaluation of subject specific planning by Subject Leaders.

Annual / Statutory Assessment

- At the end of the Foundation Stage the children are assessed against the different areas of learning to determine whether they have achieved a 'Good Level of Development'.
- At the end of year one the children take the Phonics Screen check to see whether they have achieved the required standard.
- At the end of year 2 the children complete the Statutory Assessment Tests in Reading, SPAG and Maths and are awarded a teacher assessment in Writing.
- At the end of year 6 the children complete the Statutory Assessment Tests in Reading, Spelling Grammar and Punctuation and Maths and are awarded a teacher assessment in Writing.
- In February and May, (Y2-Y5) the children complete the PIRA and PUMA Reading and Maths Tests.
- All Subject Leads must complete at least one Pupil Voice evaluation per year.

Recording Progress

- School uses Target Tracker to monitor pupil progress across all of the curriculum areas for all pupils in years 1-6.
- Teachers will then judge whether a pupil, based on their age, is: Below (Expected standard), Below+, Working Within, Working Within +, Secure, Secure+.

Moderation

- Moderation regularly takes place across all key stages with a specific progress and attainment focus.
- Regular book scrutiny takes place across the school.
- Within the Emmaus Federation of Schools, each teacher will have the opportunity at least twice per year to moderate with year group colleagues across the Federation.
- Each year the Local Authority selects a sample of schools to moderate their judgements against the evidence provided. (Writing was moderated by the Local Authority 2017/ EYFS June 2019 and KS1 June 2019).
- Teachers in the Foundation Stage attend Local Authority Moderation Meetings

Reporting

- A short written report for the core curriculum subjects; English, Maths and Religious Education is sent home in October and February.
- A longer more detailed report is sent home in July.
- For pupils at the end of key stages 1 and 2, additional information, including the outcomes of statutory assessments are included.



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- Parents / Carers are encouraged to make appointments to attend meetings in October and February and to attend 'Drop in meetings' in September and January.
- Parents are welcome to make an appointment to speak to their child's class teacher at any stage in the year.
- The Headteacher's report provides detailed information on the progress of pupils to the Governing Body.
- In the EYFS, parents have open access to pupil's learning journeys and this is particularly encouraged during Welcome Wednesday when parents are welcomed into the setting.
- As part of our 'In the Moment' approach to teaching in the EYFS, each half term pupils every child has a turn at being a 'focus child' for the week. During this week, parents are invited into school for a meeting with the class teacher and invited to 'share the sparkle' by providing additional information for home which is displayed in school.

Tracking Pupil Progress Against Age Related Expectations

Target Tracker is used to track progress and curriculum coverage and from September 2018 this will include Religious Education.

Informed by tests results and Standardised Scores, the Target Tracker programme is populated each term. The data is then analysed to inform teachers which children are 'on track' to make expected progress considering their starting points and prior attainment groups as well as which children are 'on track' to achieve the expected standard or beyond.

Policy to be reviewed October 2019