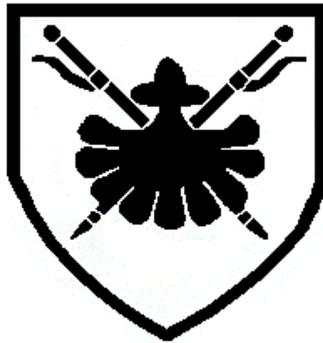


St James' RC Primary School



Assessment, Planning and Recording Policy

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, SLT 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 the Early Years Foundation Stage

On entry to the school children will be informally assessed to create a Baseline assessment. Results are used to inform planning, set targets and aid the early identification of 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 arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goal) 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).

Teacher assessment in Foundation Stage involves frequent, systematic, focused observations of children. It may include the whole class, a small group, or an individual child. Most of the observation includes the teacher talking with, questioning, and listening to children discussing their work.

Progress is recorded by written comments, photographs or by using the 2simple 2profile app. These are then fed into the school assessment system Classroom monitor.

Assessment in KS1 and KS2

Year 1 onwards:

Continual formative assessments take place throughout the year. All subjects are assessed according to unassessed, taught, almost, met and exceeding. The children do weekly spelling, tables or mental maths tests. The class red assessment folder is updated half termly and ongoing data is added to Classroom Monitor.

Year 1: The Phonic Screening Check is carried out in June and results are reported to parents.

Year 2:

- Teacher assessments are reported at the end of Key Stage 1.
- Evidence is gathered using teacher observations over time.
- 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: Rising Star tests are administered in the summer term in mathematics and reading. Rising Star Progress tests are also used throughout the year.

Year 6:

- Teacher Assessments are reported at the end of Key Stage 2

- Evidence is gathered using teacher observations over time.
- SATs are administered in the summer term

Suffolk Reading Tests are administered in June.

	ASSESSMENT	TARGETS
LITERACY	Continual formative assessment. Termly Assessment	Individual writing targets in the front of the writing books.
NUMERACY	Continual formative assessment. Termly assessment.	Teacher's marking indicate small step targets which children can focus on to improve their learning.
SCIENCE	Continual formative assessment. End of unit assessment.	Front pages for all topics include key targets for the unit of work.
RE	Continual formative assessment. Termly unit assessment.	Individual writing targets in the front of the writing books.
DT COMPUTING PE HUMANITIES	Continual formative assessment. End of unit assessment	

Planning

Long Term Planning

The School Development and Improvement Plan covers three academic years ahead, the current year in detail and a broad outline of the following years. It is formulated and evaluated by the Head Teacher, SLT, Governors, staff, pupils and parents. Curriculum grids showing broad details of all the subjects for each year are revised at the end of the academic year. These are available on the website.

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 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 plan is completed by every class teacher which focuses on day-to-day learning questions, teaching activities and assessment. This is available for the Head and subject leaders to see. The planning is 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 is also used to ensure effective communication with and from support staff.

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
- Early Learning Profile

Tracking

The Leadership and Management Team undertake work scrutinys each term. Subject leaders track focus groups.

Exceeding, Gifted and Talented

St. James' 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.

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.

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. A Goal Sharing Day 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. 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 special educational needs meet with the class teacher or SENCO on a regular basis. 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. Autumn targets are published in the Headteachers's annual report.

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

School portfolios of moderated work are kept by curriculum leaders. These serve as a point of reference for all teachers. They 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 will be 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.

The Assessment for Learning subject Leader will ensure that all the staff follow the assessment policy.

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 will be renewed annually.

It was last reviewed in: September 2018

It will next be reviewed in: September 2019

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

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)