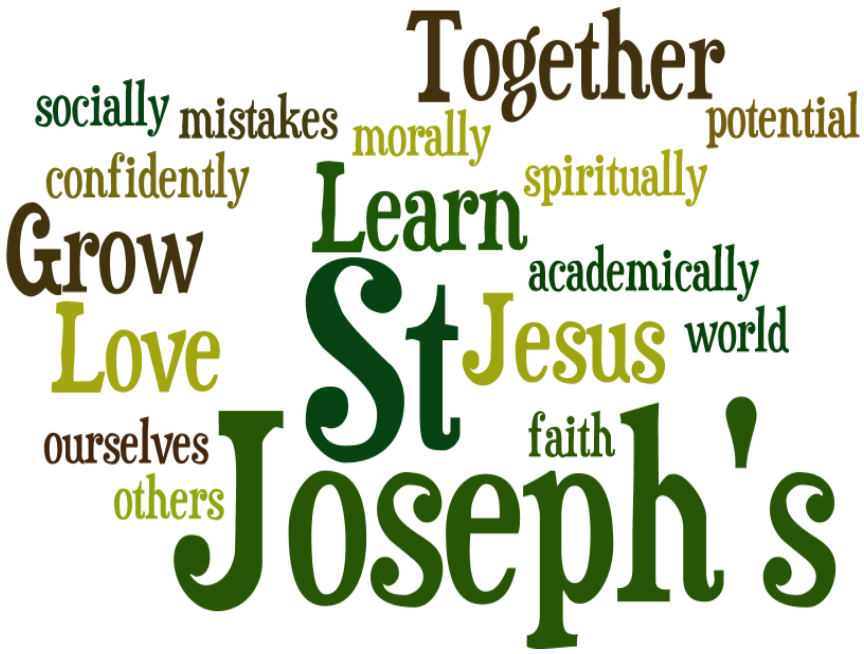
St. Joseph's
Catholic Primary School

Assessment Policy

This policy must be read in conjunction with:

Feedback and Marking Policy
Teaching & Learning Policy



Date approved:	November 2024 LAC
Date Reviewed:	Advent 2024
Date for Next Review	Advent 2027

St. Joseph's
Catholic Primary School

Mission Statement:

At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

RATIONALE

St Joseph's strives to be an excellent school where children and staff are inspired to love, learn and grow together within the Catholic faith. Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment.

Assessment is a continuous process, integral to teaching and learning, allowing children to reach their true potential in all aspects of their learning. It is incorporated systematically into our teaching strategies in order to promote progress and achievement for individuals, groups and cohorts.

AIMS

- To monitor, record and track the attainment and progress of individuals, groups and cohorts.
- To provide information to guide teachers' planning, strategies and use of resources and plan intervention.
- To inform parents and the Governing Body about progress and attainment.
- To ensure a consistent approach to measuring progress towards and against national standards.

TYPES OF ASSESSMENT

Formative

This is the on-going, day-to-day assessment which is carried out by teachers and is central to effective classroom practice. Learning intentions and success criteria are established and shared with pupils in the most appropriate way for each age and lesson. Children play an important role in self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Formative assessment takes many forms:

- Regular, on-going feedback and questioning during lessons.
- Marking of children's work – during lessons and afterwards.
- Regular spelling assessments
- Regular basic maths' skills tests (arithmetic tasks/fluency)
- End of unit maths tests
- Independent writing pieces
- Reading records
- Phonics assessments
- Comprehension tasks
- Pupil Progress Meetings
- Observations and photographs

Summative

Summative information is recorded termly and is used to inform Pupil Progress Meetings and plan next steps in Quality First Teaching and interventions.

Summative data is recorded and tracked on Insight (data management system) and is based on teachers' professional knowledge, informed by formative assessment and summative information, as well a GL assessments NGRT (reading), PTE (Progress Test in English), PTM (Progress Test in Maths), PTS (Progress Tests in Science), Accelerated Reader Start Assessments and ,
Year 6, past SATs papers, to prepare them for the Statutory Assessments in May.

This information is used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for curriculum planning.

Progress

Progress is monitored throughout the year in a number of ways:

- annotations in children's books / learning journals (EYFS)
- results of class tests (spelling, times tables, comprehension tasks, arithmetic tasks)
- updated tracking on Insight
- intervention tracking data
- standardised assessments in Advent and Pentecost Term

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- Reception baseline
- End of EYFS
- End of Year 1 (Phonics Screening)
- Year 4 Multiplication tables check
- End of KS2 (Year 6 SATs)

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ROLES AND RESPONSIBILITIES

Governing Body	Monitor whole school attainment and progress information
Headteacher	Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment information and performance management targets and pupil progress meetings.
Core Subject Leaders (Reading, Writing, Mathematics & EYFS):	Use assessment information analysis effectively to monitor the performance of individuals, groups and cohorts within their subject.
Teachers	Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
Support staff	Support children with their learning as directed by class teachers and provide feedback on children's learning
Parents/Carers	Support children with home learning

ASSESSMENT CRITERIA

Following the implementation of the new National Curriculum 2014, St Joseph's Catholic Primary School has used the NC assessment criteria for reaching the expected level for each year group to devise objectives against which pupils' attainment and progress can be measured

Children's achievement against these criteria is assessed throughout the year using the Insight data system and tracked using data at the end of each term.

At the end of each term, children are assessed against age related expectations as:

- Well below
- Below
- With support
- Secure
- Greater Depth

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COMMUNICATION WITH PARENTS

At the initial Parents' Consultation Evening, in Advent, parents are given the age-related objectives for their child for Reading, Writing and Maths (or an appropriate set, if the curriculum is substantially differentiated for individuals). Children's attainment and progress are discussed at Parents' Consultation Meetings which take place in Advent and Lent Term each year. At these meetings, teachers share attainment and progress information and next steps both verbally and in written form.

Teachers are also available weekly at weekly 'drop-ins' or alternatively, other appointments can be made at a mutually convenient time.

At the end of the academic year parents receive a school report which includes comments on children's attainment and progress and summative assessment data. Also included is the data from any national assessments (EYFS, Phonics Screening Yr1, MTC Year 4 and NC SATs levels Year6.