



St Peter's C of E Primary School

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Curriculum Assessment Policy

St Peter's CE (VA) Primary School

Assessment Policy



2016/17

Mission Statement - Ethos and Values

Our values are informed by the values central to Christianity.

We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

Aims:-

We want to be:-

- A school which worships prays and celebrates the love of God wherever it is found
- A school which challenges, excites and inspires all pupils and staff
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other.
- A school which serves its culturally diverse community well

Assessment

At St. Peter's School, assessment is an integral part of the teaching and learning process. It is first and foremost about helping children to learn. This policy is a statement of our current practice and details our approach to assessment and record-keeping over a range of different contexts and to employing a variety of methods. The principles of equality and fairness underline our whole school approach to assessment and the policy will be closely monitored by the Assessment Co-ordinator, and reviewed and updated as necessary.

At St. Peter's, we believe that effective assessment:

- Offers *all* children an opportunity to show what they know, understand and can do
- Helps children to *understand* what they can do, as well as what they need to do in order to develop further
- Advances the learning process
- Raises self-esteem
- Enables teachers to plan more effectively
- Provides our school with information to evaluate work and set suitable targets

The principles behind our assessment policy are as follows:

- Assessment should be **formative** (assessment for learning – AFL) which is ongoing and continually assessing pupil progress. Currently we are developing the new **APP** (assessing Pupil Progress) guidelines for assessing the progress of pupils Reading and Writing
- Assessment should also be **summative** (assessment of learning –AOL) which is a snapshot of a child's ability, knowledge or understanding at any one particular time
- It should be manageable for teachers on a day to day basis as well as at the end of each term and the school year
- Children and parents should be involved in the assessment process (e.g self assessment/peer assessment/share pupil targets)
- Assessment is a useful tool for raising children's achievement

The school's procedures for **Formative Assessment** and **Summative Assessment** are outlined below.

FORMATIVE ASSESSMENT

Assessing Pupil Progress for Reading and Writing

At St. Peter's we ensure that teachers have a clear understanding of the new criteria for assessing pupils' work in Reading and Writing against the expected standard for the year. Class teachers choose 6 pupils of differing ability to focus on for throughout the year (not children with severe learning difficulties or very gifted pupils). Teachers use Southwark Teaching Assessment record (STAR) guidelines to decide what standard these pupils are working at each term and make a 'best fit match' for the rest of the pupils in their class. Initially, class teachers work with their phase partners to agree a level for a pupil's work before moderating again at a staff meeting. These 'agreement levelling' sessions are built into our staff meetings on a termly basis. During these meetings, samples of pupil's work which have been collected from 'focus children' and are looked at and discussed as a whole school before agreeing whether a child is emerging/developing/secure or exceeding Age Related Expectations (ARE) according to the STAR criteria.

This aim of this is to ensure consistency of judgements between staff, so that all teachers share the same interpretation of Age Related expectations, as well as familiarising teachers with the expectations for each standard and enabling them to have a clearer understanding of progression. In addition, it encourages a dialogue between teachers where the focus is on children's achievement, often leading to key weaknesses or strengths being highlighted during discussion.

Key pieces of work in the core subjects, which best illustrate each standard or Early Years Early learning Goals, are then filed by the subject co-ordinator and become part of the school portfolio to be used for reference purposes.

Evidence for Writing and Reading

Pupils' written work must be independent and taken from a variety of curriculum subjects and contexts including homework

Reading evidence is taken from Group Guided Reading comments, individual reading notes from class teacher, teaching assistant and parent and any other evidence of reading comprehension that the pupil is observed doing be it in assembly or on a trip or reading a recipe when cooking etc.

All Class teachers and TAs are trained to use the Southwark STAR and Target Tracker guidelines and work together to obtain evidence for a 'focus pupil'. All pupils are recorded on the school assessment tracking systems; Target Tracker.

Where written evidence is not appropriate, other forms of evidence could be used instead or in addition

- Observations of what children do and the recording of occurrences.
- Dialogue and listening to a discussion and notes made on lesson assessment sheets of verbal feedback.
- Class discussions and feedback sessions.
- Photographic evidence with notes.
- Audio recordings of pupils' ideas/comments
- Running records.
- Notes on achievements.
- Comments made in children's books.
- Feedback/notes from teaching assistants

Foundation Subjects

Whole school samples will be kept for:

- Computing

- P.E
- R.E & P.H.S.C.E
- Geography and History
- Art, D&T & Music

Children will be assessed with each unit of work. Curriculum leaders to complete moderation of Foundation samples of work. All assessment samples will be linked with topic and current curriculum work where possible so that a record of a child's work across the whole curriculum is possible.

Other Assessment

Foundation Stage early Learning Goals	Ongoing
SEN review meetings	Autumn, Spring & Summer
End of Year reports	Summer 2.

Analysis of results will be kept and discussed by Headteacher, SMT and Governing Body at regular meetings.

The need for continuity, progression and constructive teacher assessment cannot be over-emphasised. Teachers will observe pupils systematically, structure their learning and regularly monitor their progress.

Planning for assessment

At St. Peter's we believe that effective planning ensures high quality teaching and learning. Plans are a working tool enabling teachers to record judgements made on what the children have learnt, building on these assessments for future planning. Teachers make relevant notes or 'assessment jottings' on the weekly Maths and Literacy plans. These usually take the form of the names of children who have **not** achieved the learning intention of that lesson, or alternatively, those who have needed to be extended. This process is called 'assessment by omission' and avoids the needless repetition of writing down all the names of children who have achieved the learning intention. Teachers or TAs' will then work with identified pupils in small groups or individually to 'close the gap' in learning by adapting or consolidating on the previous lesson. These sessions will normally take place in the afternoon on a daily basis. These plans then become a useful tool for future plans, as well as being a record of curriculum coverage and children's attainment.

Sharing the learning intentions

The learning intentions and success criteria for every lesson are already clearly identified in the medium and short-term plans. Children learn most effectively when they have a clear understanding of what it is they are learning, and why they are learning it. By sharing the learning intentions with the children, we ensure that they are more focused on the purpose of the task. This encourages them to be more involved in their learning, as well as keeping teachers clear about what they are teaching. The children know the learning intention as 'WALT' which means 'We Are Learning To...'.

In the nursery, learning intentions are explicit in the plans and are shared with the children where appropriate. In Reception, learning intentions are shared in maths and language, and other curriculum areas where appropriate. From Year 1 onwards, the learning intention is shared in most lessons across the curriculum, and is made more explicit by displaying it clearly at the start of the lesson in writing, by clarifying it's meaning verbally, and by drawing the children's attention to it continuously throughout, and at the end of the session.

Children's self-evaluation

We encourage children to evaluate their own achievements against the learning intention and for older children the success criteria for the lesson or task, in order to develop a greater responsibility for their own learning. The plenary session at the end of lessons, provides a useful opportunity for children to reflect on what they have learnt during that time.

Self-evaluation may take the form of a verbal or written response to specific questions and it focuses the children on their strengths and weaknesses. It also gives them a better understanding of their targets. In addition, the child's perspective provides the teacher with more assessment information. In Key Stage 2 and when children are ready in Year 2 at the end of the lesson the child will write a Pupil Response (PR) after each piece of work to assess how well they have understood the learning intention and achievement against the success criteria. In Year 1 and Year 2 children will circle the appropriate face to indicate how well they have understood the lesson. Teachers use this self-assessment to plan for interventions or daily next steps as described above. In Early years the children verbalise how they feel about their learning with a key adult who records the pupil response.

Where appropriate, a poster of examples of the sorts of questions to stimulate children's self-evaluation may be displayed in the teaching area.

Marking

Effective marking of children's work can be the most powerful ongoing form of assessment. It informs children and teachers of a child's achievement of the learning intention, and provides a record of their strengths and weaknesses. (See marking policy for further details)

Target setting

Individual and or group targets are developed with child and class teacher over a longer period of time for ongoing aspects of their learning, eg in reading and writing, mathematics. These targets are based on the next steps an individual must take and making them explicit to children ensures that they are motivated to learn and remain involved in their own progress. In this way, target setting can significantly raise achievement.

Teachers draw children's attention to their targets where appropriate and then encourage children to keep these targets in mind and try to achieve them in a variety of ways. Targets may be written inside the book cover, on post-it notes, or on cards attached to the back of their workbooks or put on display in class.

Once a target has been achieved, the teacher, together with the child, will set a new target, and in this way, the accumulation of targets keeps the teacher informed of individual needs, while providing a written record of individual progress. (Targets are reviewed each term with teacher, pupil and parent).

Tracking Pupil Progress

From Year N to Year 6 pupil progress in literacy and maths is recorded on the school's online Tracking System; Target Tracker. Copies of these are handed in to the literacy and maths co-ordinator for monitoring purposes. To accompany this class teachers complete an Analysis sheet for their class progress at the end of each term and have meetings with the Headteacher, Deputy Headteacher & Inclusion Manager and Assessment Leader. During this meeting decisions are reached about any issues that are arising with certain groups of children and their progress and what intervention programs are needed to support their learning. This information is then used to update the whole school Provision Map.

Children are expected to achieve the expected standard in their year group by the end of the year.

Assessment observations in the foundation stage

Teachers in the nursery and reception make detailed observations on a daily basis which consists of written observations detailing the progress children are making in their personal, social and emotional development, Physical and Creative Development and in their maths and language work. (See Early Years Policy for further details)

Communication with parents

At St. Peter's we value the part played by parents as the child's first educators, and parents are encouraged to get actively involved in their child's learning. At the beginning of the year, teachers meet with parents to complete or update the entry profile, either through home visits in the nursery and reception, or through parent conferences in years 1 to 6. In the Spring term, parents are invited into school to discuss their child's progress and targets and

ways to support their child's learning at home. At the end of the year, parents are invited in to collect their child's annual report and discuss targets for the next year.

Some pupils receive counselling from trained psychotherapists onsite. The progress of these pupils is fed back to parents as well as class teachers and SENCO on a termly basis.

SUMMATIVE ASSESSMENT

National Statutory Tests

These are externally produced tests, taken at the end of KS2 (year 6) and end of KS1 (year 2) in English and maths, from which children are judged as meeting the expected standard for the end of key Stage 2 relating to National Curriculum criteria. In Year 1 pupils take a phonics test in June. The results of these tests enable children's and schools' performances to be compared, so that standards can be identified and targets set for improvement.

By the end of the Autumn term, (December) the LA also requests predictions for the percentage of Year 6 pupils who will obtain the expected standard in Reading, Writing, English, grammar, Punctuation and Spelling (EGPS) and Maths SATs exams at the end of year 6 and their progress from KS1 to KS2. The LA also request predictions for the percentage of year 2 pupils who will obtain the expected standard in Reading, Writing and maths and their progress from end of Reception to year 2.

Optional Non-Statutory Tests

We use optional tests only to assess reading and maths at the end of years 3, 4 and 5. We use them diagnostically to keep track of children's progress and to identify areas of strength and weakness in children's learning across a cohort and key stage.

Class teachers mark these test papers and then meet together to jointly moderate the tests and the teacher assessment from throughout the year before awarding the child 100% to meet the standard for the end of the year according to NC criteria. They then draw up a list of key issues for consideration in Maths and English for each year group which they pass on to the Maths and Literacy Co-ordinator and the teacher in the following year.

Foundation Stage Assessment

We follow the Curriculum Guidance for Foundation Stage and use the school's entry profile which assesses children on entry to reception. This takes place in September and January and establishes children's abilities, so that subsequent achievement can be compared and measured against actual improvement. We used the FSP tracking sheets and teacher assessment on a termly basis to monitor progress and inform planning. The information gathered at the end of the foundation stage is reported to parents and passed on to the next class teacher. It can also be used formatively, to identify weaknesses and strengths and to plan appropriate learning experiences for individual children. (See early years policy for further details).

Class tests

These are created by individual teachers and used in day-to-day lessons or at the end of a unit of work, eg mental maths, multiplication tables and spellings, key dates or specific vocabulary. These improve children's mental recall and establish what they have remembered or learnt so far.

End of key stage 2 teacher assessment

In addition to the standard determined by the KS2 statutory tests, teachers agree where the child is against the standard for that year group (ARE) for each child's attainment in reading, writing and maths, using their professional judgement of each child against the criteria of the NC level descriptions and Southwark STAR criteria for Reading, Writing, Maths and Science. The purpose of this is to provide parents with additional information to accompany the test results.

It is important that everyone, including parents, is aware of the equal status of teacher assessment and tests, and the different and complimentary nature of each.

At St. Peter's we adhere to the current statutory guidelines for the administration of these tasks and tests, and teachers attend Southwark based moderation training each year as appropriate.

End of year teacher assessment

Teacher assessments in reading, writing, number and shape space & measures are carried out in nursery and reception and these are recorded in the early years Learning Journey. At the end of years 1 - 5, teachers use their professional judgement and draw on a range of evidence from throughout the year and/or optional tests and SATs data where appropriate, to give each child a 'best fit' against the standard in maths number, reading and writing. (See record-keeping and evidence section of this policy)

These end of year/key stage assessments, are most effective when teachers draw on the whole range of ongoing assessment information, records and evidence. We recognise the importance of summative assessment in all areas of learning, and give feedback to children on the outcomes of such assessment.

Annual Pupil Reports

At the end of each school year, all teachers fill out a report on every child in line with statutory requirements, informing parents of their child's progress and setting realistic targets which are worked on and reviewed.

A deadline date for these reports is agreed as a staff, well in advance of the end of year, as each report must be read and signed by the head teacher before being sent out to the parents, who are also encouraged to comment. A copy of the report is passed on to the child's new teacher, before being filed in the child's personal file in the office, or sent on to their new school where appropriate.

In addition, in accordance with statutory requirements, meetings are also held for parents *prior to* the KS2 & KS1 and SATs and year 1 phonics test to explain the procedure, and teachers meet with reception parents to explain what the arrangements are for the foundation stage profiles.

The Pupil's Annual Report should show

- How each pupil is progressing in the core subjects and should include NC standard for the end of the year.
- The progress and attainment each pupil has made in other subjects taught during the year.
- The pupil's learning/ behaviour targets for the following year, in the form of a comment made by the teacher
- The pupil's attendance record for the year.
- The Head teacher has signed the report

Pupils who have specific learning needs will have individual plans or additional targets (Higher Achievers/English as an additional language). Parents will be involved in reviewing these each term with the class teacher and the SENCo. Children who have an Education Health Care Plan for a specific learning/medical or physical need will have an annual review with all agencies involved in their progress and an additional report will be given to the parents and school.

Transfer of Pupil records

In determining what records and evidence should be kept and passed on to the next teacher, we considered the following principles:

- records must be manageable and in line with this assessment policy
- evidence kept must be for a clearly defined and useful purpose, eg to help teachers and children and their parents gain a better understanding of their progress
- records and evidence passed on must be clear and easy to interpret
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At the end of each school year, time is built into staff meetings to ensure that the following records are passed on to the child's new teacher.

- Early Years foundation stage profiles, which include samples of children's work, are passed on from nursery to reception, or filed in children's individual files at the end of reception
- Teacher assessments of the children's attainment in the early stages of reading and writing and understanding of number and shape, space and measures are passed on from reception to year 1
- From year R onwards, children's attainment against the standard for the end of the year in the national curriculum in Maths and English (refer back to end of year teacher assessment) are recorded on the

school's tracking system (Target Tracker) and analysed by the assessment/literacy and Maths leader before being passed on to the next class teacher

- Teacher assessment data is inputted in to the school's database (Target Tracker) each term as well as at the end of the year. These results are analysed to inform future planning and curriculum targets
- The children's most recent workbooks are kept for one year for reference purposes
- Class files containing children's EHCPs are collected by the SENCO and then redistributed at the beginning of the new year