

**ST. JOSEPH'S CATHOLIC  
PRIMARY SCHOOL**



**Barleyfields Road, Wetherby  
West Yorkshire LS22 6PR**

**ASSESSMENT,  
RECORDING & REPORTING  
POLICY**

***'This school is committed to safeguarding and promoting the wellbeing of all our children, and expects our staff and volunteers to share this commitment'***

Reviewed  
Next Review

- April 2022  
- April 2023

# St Joseph's Catholic Primary School

## Assessment, Recording and Reporting Policy

### Introduction

Our aims:

- Using a growth mind-set approach, for every child to believe they can learn, know how they are working, understand what they need to do to improve and how to get there.
- For every child to be given the support they need to be motivated, ambitious, independent life-long learners receiving focused feedback, personal targets and individual target setting time.
- For every teacher to plan rigorous ambitious end points and be equipped to make well-founded judgements about pupils' attainment.
- To understand the concepts and principles of progression and know how to use their assessments to forward plan for pupils of all abilities to achieve challenging end points.
- For St. Joseph's to continue to maintain structured and systematic assessment systems for making regular, useful, manageable and accurate assessment of pupils and for tracking their progress within a coherently planned and sequenced curriculum.
- For every parent/carer to know how their child is progressing, where they need to improve, and how they can support their child together with the classroom teachers.

### 1. Purpose and Nature of Assessment

Assessment supports teaching and learning and there are three linked aspects which contribute to an increasingly well-informed, rounded and reliable picture of an individual pupil's performance.

- **Day-to-day Assessment:** Learning objectives and outcomes as well as 'Top Tips' (Success Criteria) are made explicit and shared with pupils; peer and self assessment is used and pupils are engaged in their learning and given immediate feedback.
- **Periodic:** Gives a broader view of assessment across the subject; uses National Standards to support assessment in the classroom and involves continual review and improvements to medium term curriculum planning.
- **Transitional:** Is the formal recognition of pupils' achievement which is reported to parents/ carers and often uses external tests or tasks.

### 2. Statutory Requirements

Our responsibilities are:

- To teach and assess all subjects.
- To teach and assess R.E guided by the 'The Way, The Truth, The Life' scheme.
- To keep a record for each pupil, updated each half term – handed into the Assessment Coordinator with data kept in Class Assessment File.
- To assess each child against the national curriculum outcomes for all curriculum subject areas.
- To provide continuous assessment through the form of ongoing observations and individual profiles.
- To provide a written report to parents at least once a year.
- To meet with parents twice during the academic year to feedback to parents.
- To comply with statutory transfer arrangements when a pupil moves to a new school.
- To comply with statutory end of Key Stage assessments and Y1 phonics tests.
- To set end of KS2 school targets.

### 3. How do we assess children?

Most assessment is carried out during normal classroom activities in order to plan the next steps in learning, match work to abilities, celebrate progress and success, identify areas where specific support is needed and evaluate teaching and learning. The band posters (Target Tracker materials) support our assessment process. Assessment does not always require

special assessment activities but involves recognising significant evidence from the opportunities generated by planned teaching and learning. The tests and assessments used in school provide evidence upon which teachers should make a judgement. Neither tests nor judgements should be used in isolation but should support one another.

- **Day to day:** The work produced by pupils follows a carefully planned sequence of lessons and provides evidence of attainment that is broadly based and ensure depth to learning and application of knowledge and skills. The assessment focuses provide teachers with a framework to look at what pupils have learned and how well it is underpinned and embedded. The outcome provides targets and next steps for pupils. Teachers use day-to-day assessments and the achievements of individuals to alter groupings to maximise outcomes for all pupils.
- **Using Band Posters for progress and attainment:** When using the band poster materials, judgements within the year group are refined into beginning, beginning +, working, working +, secure, secure +. When carrying out these assessments, teachers take into account how independently, how consistently and in what range of contexts the pupil demonstrates their attainment.
- **Effective planning:** The day-to-day, periodic and transitional assessment is part of effective and personalised planning. It focuses on how pupils learn; fosters motivation; promotes understanding of goals and criteria and helps learners know how to improve.
- **Electronic assessment systems:** The use of software and Internet sites that allow pupils to self-assess and teachers to monitor results.
- **Observation:** By focused and informal observation and by sampling 'key' pupils or practical activities.
- **Discussion and questioning:** By focused and informal discussion and carefully planned questioning.
- **Marking and feedback:** Oral feedback and written marking is given against pupils' learning objectives. It is used to agree the Top Tips, to set targets and to arrive at an attainment band. (See school policy on Marking and Feedback).
- **Teacher Assessment:** Statutory teacher assessment takes place at the end of EYFS, Years 2 and 6 and Standard Assessment Tasks in Year 6 and Year 1 (phonics screening). Teacher assessment takes place in all year groups.
- **Peer and Self Assessment:** Pupils are involved in marking; they help to set their own targets and are continually supported in reviewing their own progress.
- **Parental Involvement:** Effective communication between the classroom teacher and parents/carers supports work carried out at home and helps to put strategies in place to assist individual children. Parent Consultation Evenings are held at 2 key points during the year for all children and an end of year written report is shared. In addition, we encourage parents to attend show and share sessions in school and each term there is an open classroom at the end of the day. We have developed a culture collaboration between home and school and this enables good and regular communication between parents and school staff to best support our pupils.

#### 4. When do we assess children?

- We identify assessment opportunities on planning, clearly related to learning objectives and assessment focuses.
- Knowledge, key skills and understanding are assessed and analysed to ensure impact for improvement by class teachers, teaching assistants, subject leaders and by SLT.
- At the end of each key stage using statutory assessment. (Foundation Stage Profile in FS2. Tasks, teacher assessment in Y2 and tests in Y1 (phonics) and Y6).
- Non-core and core subjects are assessed at key points during the half term as outlined on the MTPs.

## **Assessment of Children Out of their Chronological Age Group**

- If a decision is made to year delay a child during primary school, unless it is clear that the child is unlikely to ever catch up, an annual assessment will take place by late spring/early summer to determine the level of progress made as well as the child's attainment to decide whether the child should continue to remain as a year delay.

## **5. Use of Assessment Information**

- Pupil progress is carefully tracked and analysed against set targets. Attainment is also analysed against age related expectations in order to establish individual progress and gain an overview of whole school standards.
- All teachers input and use the attainment mapping grids and trackers (Target Tracker) as part of Quality First Teaching and have a clear understanding of every pupil's needs. They ensure that data analysis is completed at least termly and that the information is used to provide additional teaching support to the identified groups, provide intervention for individuals/groups, to organise quality first top up sessions and to inform planning. This information is shared with the school's Intervention Lead, Teaching Assistants and the pupils.
- Each half term pupil progress meetings are held between the Headteacher, Assessment Coordinator, teachers and if necessary, the Special Educational Needs Co-ordinator (SENCO) in order to discuss pupils individually. The 'Age Related Profile Report' and the 'Points Progress Between Terms' section from Target Tracker are used at these meetings for all classes Y1-Y6. In FS, the 'Age Related Profile Report for EYFS' and 'Age Related Expectation Summary Report' and 'Pupil Attainment' reports are used.
- Planning is modified; adapting it to meet the needs of the different cohorts and outcomes.
- The assessment and involvement of pupils in planning helps to appropriately pitch the content and create meaningful contexts.
- The on-going assessments inform daily short term planning and build up a picture of progress and learning.
- The day-to-day assessments give children their next steps in learning. Teachers plan time for the children to act on feedback and respond to marking.
- The summative assessments at key points during the year are used in monitoring & evaluation such as to inform further planning, to re-group pupils and when planning intervention and support. They also inform the following year class teacher and provide evidence in the reports to parents.
- Assessment helps inform the classroom teacher, the Intervention Lead, the Inclusion Manager and any other member of staff delivering interventions of the effectiveness of any intervention groups or strategies being used.

## **6. Target Setting**

- The process of target setting is informed by prior attainment, comparative information and with the school's contextual knowledge about particular cohorts. This also ensures challenging teacher forecasts.
- The Governing Body is responsible for setting targets and are involved in the process.
- Our School Development Plan is informed by our data analysis and target setting.
- Children are involved in setting targets by discussion, marking & by regular review of their progress. We share lesson objectives/targets and Top Tips with all pupils.

## **7. Standardisation and Moderation**

- Staff have regular meetings to moderate work against National Standards. Work is carefully examined using exemplar and interim standards.
- Staff have regular involvement in moderating a random selection of pupils' work. A specific focus is agreed for each moderation to help check the consistency of teachers' judgements,

identify and resolve any differences and to agree school standards. These are conducted both internally and externally.

- Staff involved in Foundation Stage Profile, or Key Stage 1 Standard Assessment Tasks, attend training which includes the moderation of children's work and carry out paired assessments and observations and moderate both internally and externally.

## **8. Record Systems for Assessments**

useful, and easy to interpret and avoid unnecessary duplication. They enable us to monitor progress, achievement and learning, provide clear evidence for reports to parents, teachers and other interested parties and satisfy statutory requirements.

The following systems are in place:

- Whole school long, medium and short term planning (and evaluated records of experience).
- Marking and Feedback (supported by a consistent whole school policy).
- Chris Quigley Essential Milestones are used to support assessment judgements made.
- Sounds-Write is used to deliver and assess phonics.
- Informal Records (mark books, observation notes, 'sticky labels' etc).
- Questioning and discussion, observations.
- Annual teacher assessment/target setting sheets.
- Cohort tracking sheets.
- School subject portfolios which exemplify work within each band.
- Special Educational Needs (SEND) records in accordance with the Code of Practice.
- EAL (English as an additional language) Acquisition Records using extended Qualifications and Curriculum Authority (QCA) steps.
- We have agreed what has to be passed on to receiving teachers to ensure an effective and smooth transition period for our pupil.

## **9. Reporting**

- Statutory requirements are met. All parents receive a written report in the summer term which shows attainment in each subject studied (including PSHE), a general statement of progress and interests, a record of attendance and at the end of each Key Stage, any statutory assessment information. Parents' consultation evenings are held twice a year for all parents.
- Foundation Stage assessment information is reported to parents at the end of Foundation Stage 2 however developmental assessment information is held in a range of formats in school and these can be discussed with our class teachers at different points of the year. Tapestry is used in the EYFS. Parents are actively encouraged to add any learning moments that happen outside of school to their child's profile.
- Information is transferred to High Schools using Leeds Local Education Authority transfer documentation.
- Results of statutory assessments are available on our web site: [www.stjosephswetherby.com](http://www.stjosephswetherby.com)

## **10. Monitoring and Evaluation**

- Monitoring of consistent implementation of assessment & marking is carried out by the Senior Leadership Team.
- Cross moderation between year groups/Key Stages/cluster groups is essential in ensuring that assessment is accurate and in line with National Standards.
- Subject leaders monitor assessment and marking of their own subject.
- The Senior Leadership Team monitor medium and/or short term planning. As part of this process, they evaluate the appropriateness/effectiveness of assessment opportunities and outcomes.

- Effective assessment supports teaching and learning at St Joseph's Catholic Primary School. We will continue to be stringent in ensuring that unnecessary paperwork and bureaucracy are eliminated.
- Assessment and marking policies are reviewed every year.