



Assessment Policy

Committee Name:	Curriculum
Date of Approval:	2015
Validity Date:	2015-2016
Person responsible:	Head Teacher

Purpose

The assessment policy is designed to set out the school's specific approaches to measuring attainment, tracking progress and planning future learning.

Broad aim

Every child in every class every year makes at least good progress and reaches age related expectations.

Context

This policy is the school's response to the changing demands of the National Curriculum 2014 and its impact on assessment. As such, the policy will be reviewed and modified throughout the academic year 2015-2016 as staff become more familiar with the new curriculum and assessment practices put in place are evaluated over time.

Leadership and Management

Subject Leaders at St Fidelis ensure that pupils are given a broad and balanced curriculum, which for the majority of subjects is based on the National Curriculum 2014. Each curriculum area has a clear 7 year plan, so that staff are aware of what needs to be taught in each year group and when.

Pupil trackers are used as a way of tracking pupils' progress within topics, identifying those who have exceeded expectations and those who have not met the expected standard for that particular strand/topic.

Formative assessment strategies such as thumbs up, use of mini whiteboards to show answers and effective feedback and marking, are all used by teachers to identify progress being made and to plan next steps either immediately, by adapting the lesson or in the next lesson through the use of planned focus groups to consolidate or go over learning. Questioning is used at the beginning of lessons or series of lessons to find out what children already know and what they need to learn in the next lessons. Rather than wait for summative assessment scores, teachers should look for engaging and practical ways for children to demonstrate the skills they have learnt previously, on an independent basis for example:

- Following a visit from the Vet to Reception classrooms, the role-play area is changed into a Vet's Surgery and observations can be made of the children re-enacting what they have been told.
- After learning about reading scales, coloured water is poured into jugs with scales of different intervals and children are asked to move around the room working out the interval and reading the amount in each jug.

Interventions are used across the school to help children who need additional support to reach their potential. Pupils are identified for an intervention through various assessments and scores – for example the end of Foundation Stage Good Level of Development, Year 1 Phonics Screening Check, Year 2 Phonic Re-test and Salford Reading Test as well as ongoing teacher assessment. Interventions are time limited with clear entry, exit and follow-up data so that the impact of the intervention can be analysed and the children's progress can be monitored after it has finished.

Mark Book

Excellent teachers gather and use masses of data – spelling scores, mental maths test scores, raw scores from practice papers or assessments, certificates which have been presented. All these individual pieces of information when taken together can highlight where to go next in a child's learning.

Teachers are expected to have their Mark Book readily available in school on a daily basis so that informed conversations can take place between teachers and leaders.

Accuracy of Assessment

Leaders at St Fidelis use summative assessment data compared to national averages to analyse the school's performance in particular areas.

In addition to this, the school makes use of assessments, from Reception to Year 6 to track children's progress across the year to ensure that leaders have a clear understanding of those who are meeting age related expectations.

The school has a governor with special responsibility for assessment, Mr Hayes, who meets with the Senior Leadership Team each term to look closely at progress in-year and report back to the Full Governing Body.

Progress

The school's expectation is for all pupil books to show "Pride, Learning and Progress".

Pupils' books will be the first place to look for evidence of visible progress across sequences of lessons. Scaffolds should be used as a way of supporting learning at first, before leading to less structured tasks which allow pupils to independently apply their skills.

Pupils use self and peer assessment to identify strengths in their own and others' work and suggest ways to improve their work. By looking back on their work, they have a better understanding of how they are doing and can use this knowledge to select a suitably challenging task to complete themselves.

Reporting

Each term, parents are provided with information about their child's current level of ability and progress made. Parents receive this information in advance of meeting with their child's class teacher to discuss their progress in more detail.