



St. Paulinus Catholic Primary School

"Inspiring all to live, learn and love in the light of Jesus."
(I am the light of the world; whoever follows me will never walk
in darkness but will have the light of life." cf John 8:12)



Assessment, Recording & Reporting Policy

Responsible Governor Committee: Standards Committee

Version control

Version number	Date	Revisions made	By who?	Approval date
V01	03/07/2020	S.Hayes / G. Duarte	E.Sinclair	
V1.1	10/10/2020	Updated assessment systems	G.Duarte	
V1.2	09/09/2021	Update to Phonics programme	G.Duarte	

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'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

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Assessment, Recording & Reporting Policy

School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The governors and staff of St. Paulinus School commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

Purposes

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject and to promote understanding of the curriculum.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sept. 2015) and in line with the 'Purposes and Principles of Assessment without Levels'

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (on-going assessment to inform planning)
- the school ethos promotes and emphasises the opportunity for all children to succeed and make progress if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.



- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we gather high quality and informative assessment information without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

Delivery

At St. Paulinus Catholic Primary School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet age related expectations or personal targets and expectations.
- use Day-to- Day assessments to record and report progress to parents via a termly progress report given out at parent consultation evenings, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. We aim for Termly Progress reports to clearly reinforce the partnership between parents and schools in supporting children's education

A range of 'Day-to-Day In-School Formative Assessments' will be used, including, for example:

- Reference to assessment 'I can' statements (age related expectations). These are recorded on cover pages at the beginning of children's books for all subjects. All core subjects are also tracked using the assessment system on O'track, meaning that gaps can be identified and



teachers can plan lessons accordingly. These I can statements also appear as on the key learning stickers in all subjects as learning objectives.

- Using Bug Club, Oxford Owl and TT Rockstars.
- Making use of rich question and answers.
- Marking of pupils' work, particularly using star and arrow marking and assessing against the Key Learning for that lesson.
- Observational assessments.
- Double page spreads to allow pupils to present their knowledge
- Regular short re-cap quizzes.
- Scanning work for pupil attainment and development. Green highlights showing where a pupil has met the key learning.
- Discussions with children.
- Marking successfully acquired sounds from the daily session off within the phonics tracking grid
- Pupil self-assessment opportunities e.g. colour in their smiley face, use of a green pen to improve or address an orange arrow, self-marking against agreed success-criteria, use of colours to highlight where key learning is met throughout their writing, SWAG bags, or identifying their own 2 stars and a wish.
- Peer marking.
- Use of pre and post assessments during units of work in Maths
- Marking off on trackers pupil attainment e.g. in EYFS those pupils identified as requiring additional support within an area is marked off on the tracker in classes.

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned, retained their learning and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes against the age related expectations (ARE). Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve making progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- End of term tests (NFER tests)
- Short end of topic or unit tests or tasks (Test base / Education quizzes)
- Reviews for pupils with SEN and disabilities (using specific materials to match SEND plans e.g. engagement observations or the use of Pivats)



- Floppy Phonics half termly assessments, to assess sounds, short words, medium words and long word knowledge and application.
 - Termly monitoring of overall attainment and progress with all teachers attending termly pupil progress meetings. Where possible the last meeting includes the next years' class teachers as part of the hand over and transition process.
 - Termly monitoring of individual subjects by the Subject Coordinators.
 - Termly 'teacher overall judgement' assessment relating to the National Curriculum age related expectations. This is recorded on O'track for all subject areas, except Religious Education which is recorded using the Diocese of Leeds Tracker. RE has previously been recorded on Integris.
- assessment against the 'I can' statements for core subjects is recorded on O'track in the formative assessment system, which then feeds into the overall judgement made per term.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the schools effectiveness. **The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance. A range of 'Nationally standardised summative assessments' will be used:

- Baseline Assessment in Year R.
- A phonics screening test in Year 1.
- National Curriculum teacher assessments at the end of Key Stage 1.
- Multiplication check in Year 4.
- National Curriculum tests at the end of Key Stage 2.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. The use of the Engagement Model will be used with those pupils who are identified as being assessment below the Pre-Key Stage level. Observations to develop the Engagement profile will take place termly.



Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff the school will provide the following training: the use of the O'track school assessment information system; use of Integris G2 for recording standardised tests (if applicable), Diocese of Leeds tracker for RE; and use of the "I can" statements.

****COVID Addendum – internal data not used as a basis of school performance.**

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school is making use of external assessment systems and so will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Moderation

Moderation takes place regularly in school and externally with pyramid schools**. Internally, year group and age phase moderation is an ongoing process which is common practice. Staff meetings are allocated for whole school writing moderation and RE moderation. External pyramid moderation for Year 6 and Year 2 is bi-annual event** and a whole school external pyramid moderation takes place once a year.

Middle Leaders are also involved in quality assuring judgements in their respective subjects on a termly basis, alongside the SLT, they consider a range of evidence and agree a grade or disagree. Where the quality assurance team does not feel the teacher has made accurate judgements, further training and support will be provided for that member of staff to ensure greater accuracy in the future.

Monitoring and Evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Senior Leadership Team, following on-going regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school. The Assessment leader is also responsible for supporting the Middle Leadership Team in understanding achievement in their subject area and helping them to design actions that will lead to improvements as well as regularly reporting to Governors.

Policy Monitoring and Review

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.



**COVID addendum – pyramid meetings to be phased back in, in 2022.