

# OUR LADY QUEEN OF PEACE R.C. PRIMARY

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



## Assessment Policy

Agreed:

A handwritten signature in blue ink, appearing to be 'J.M. D.' or similar, written over a light blue horizontal line.

Date: 5.12.17

Review Date: Autumn 2018

Since September 2014 Our Lady Queen of Peace RCVA Primary School has been following the new National Curriculum. The Assessment policy has been adapted in response to these changes.

#### Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential.

Assessment is seen as:

*“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”*

Assessment for Learning: Assessment Reform Group 2002

#### Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school’s strategic planning
- To gather information to inform teachers’ planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school’s standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child’s achievements can be monitored
- The statutory requirements for record keeping, assessing and reporting can be met

#### Effective Assessment

At Our Lady Queen of Peace RCVA Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and what they can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children’s progress
- Provides the school with information to evaluate work and set suitable targets

#### Co-ordination of Assessment

Teachers work closely with the head teacher and Deputy head teacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress. The nominated Governor for Pupil Progress is John Hindmarch. He meets with the head teacher termly.

Key Features of Assessment at Our Lady Queen of Peace RCVA Primary School include

- Day to day assessment for learning

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning.

- Peer and self-assessment is encouraged throughout the school and may be provided in oral or written form.
- Periodic assessment

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of each half-term.

- Transitional assessment

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Interim and full reports

### Information Management Systems

At Our Lady Queen of Peace RCVA Primary School, in EYFS, staff track progress using Durham EYFS Progress Tracker and this is analysed by the head teacher and deputy head teacher at least 3 times per year. We use bespoke tracking procedures to record and track pupil progress in years 1 to 6. Teacher Assessments are recorded at the end of each half-term. Pupil progress is monitored each term via Pupil Progress and Inclusion Meetings. At the end of the summer term the SLT analyses individual, group and cohort pupil progress throughout the school.

### Target Setting

End of year targets are set by the senior leadership team based upon a pupil's previous attainment. Progress towards targets is monitored through our tracking procedures. "Star Potential" Targets in reading, writing, mathematics and RE are reported to parents in interim and full reports. Targets are also used by pupils to guide their progress and are displayed in their books.

### Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed by the head teacher and class teachers. This ensures accountability. Pupil Progress Meetings take place mid term and teachers complete grids prior to the meeting highlighting interventions and areas of concern.

### Provision Mapping Meetings

Provision Mapping Meetings are held to discuss progress of pupils with additional needs. Mrs Ruth Fish, SENCo, monitors provision mapping. This is also discussed during pupil progress meetings.

### Sub Groups

ALL pupils are tracked throughout the year and are discussed at pupil progress meetings. Focus groups include:

- Boys/girls
- Pupils entitled to Pupil Premium
- Pupils with special educational needs
- Most able pupils
- Pupils for whom English is an additional language

### Key Stage SATs analysis

The Headteacher, Deputy Headteacher and subject leaders analyse SATs results. Subject leaders analyse results and analyse any gaps. Findings are incorporated into the School Development Plan. Analysis is reported to:

- Governors
- Staff

- LA via Improvement Advisor, when possible
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#### Reports to parents

Interim reports are sent to parents during the autumn and spring terms with attainment in Reading, Writing and Mathematics shared. Next steps for learning are also shared. A full report for each pupil is given to parents/guardians during the summer term. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

#### Consultations

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have an open afternoon in the spring term and an open evening for parents to view their child's work and classroom in the autumn and summer terms.

#### Assessment Procedures and Calendar

##### Foundation Stage

###### Autumn term

- Consultations
- Visits and discussions with other providers
- Early Years Transfer Record, completed by previous nurseries
- A YR Baseline Assessment is carried out in the first 3 weeks. (EExBA)
- Teachers will begin to complete the Foundation Stage Profile. Teachers work closely with parents and record "star moments" in learning journals

###### Spring term

- On going observational assessments
- Consultation with parents
- Monitoring using Durham Assessment package

###### Summer term

- On going observational assessments
- Consultation with parents
- Monitoring using Durham Assessment package
- Completion of Foundation Stage profile

##### Year 1

###### Autumn term

- Consultations
- Foundation Stage Profile continued for some pupils until they are able to access Y1 curriculum
- For other pupils assessment of pupils towards the end of year expectations

###### Spring term

- On going observational assessments
- Consultation with parents
- Monitoring towards the end of year expectations

#### Summer term

- On going observational assessments
- Consultation with parents
- Phonics assessments
- Monitoring towards the end of year expectations

#### Year 2

##### Autumn term

- Consultations with other staff
- Assessment of pupils towards the end of year expectations

##### Spring term

- On going observational/formal/informal assessments
- Consultation with parents
- Monitoring towards the end of year expectations

##### Summer term

- On going observational assessments
- Consultation with parents
- Phonics assessments for those children who did not reach expected level in Y1
- Monitoring towards the end of key stage expectations
- SATs tests and teacher assessments

#### Years 3 to 5

##### Autumn term

- Consultations
- Observational/informal/formal assessments towards end of year expectations

##### Spring term

- On going observational/informal/formal assessments
- Consultation with parents
- Monitoring towards end of year expectations

##### Summer term

- On going observational/informal/formal assessments
- Consultation with parents
- Monitoring towards end of year expectations

#### Year 6

##### Autumn term

- Consultations
- Observational/informal/formal assessments towards end of year expectations

##### Spring term

- On going observational/informal/formal assessments
- Consultation with parents
- Monitoring towards end of key stage expectations

##### Summer term

- On going observational/informal/formal assessments
- Consultation with parents
- SATs tests

### Foundation Subjects

Teachers assess children's responses to foundation subjects. Curriculum co-ordinators collate assessments termly and analyse results.

### Feedback

Teachers in the school use a common policy for marking work and providing feedback -see separate *Marking and Feedback Policy*. Feedback recognises excellence and indicates the areas that need improvement. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

Informal assessment is on going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

### Homework

Please refer to the Homework Policy.

### Transfer to Other Schools

For pupils leaving the school up to date records are forwarded to the new school.

### Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Autumn 2017



Appendix A:  
Pupil Interim Report  
Name:

Year:

Class:

Date:

Subject	Current Standard	Effort	Next Steps for Learning
RE	On track to reach end of year standard	Good	
Reading	Not yet on track to reach end of year standard	Excellent	
Writing	On track to exceed end of year standard	More effort required	
Spelling, punctuation and grammar			
Mathematics			

Class Teacher	
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Parent Comments	
Signed	

Appendix B:

Our Lady Queen of Peace RCVA Primary School

Pupil Summary Report



Name	
Year Group	
Teacher	
Date	

Subject	Current Standard	Effort	Next Steps for Learning
RE	On track to reach end of year expectations	Good	
Reading	Not yet on track to reach end of year expectations	Excellent	
Writing	On track to exceed end of year expectations	More effort required	
Spelling, punctuation and grammar			
Mathematics			
Science			
Computing			
History			
Geography			
Art			
PE			
Design and Technology			
Music			
Spanish			

General Progress and Achievements

Class Teacher

Head Teacher

Parents' Comments	
Signed	

Child's Comments	
Signed	

Attachments: Attendance information  
Results of National Curriculum Statutory Tests (where applicable)