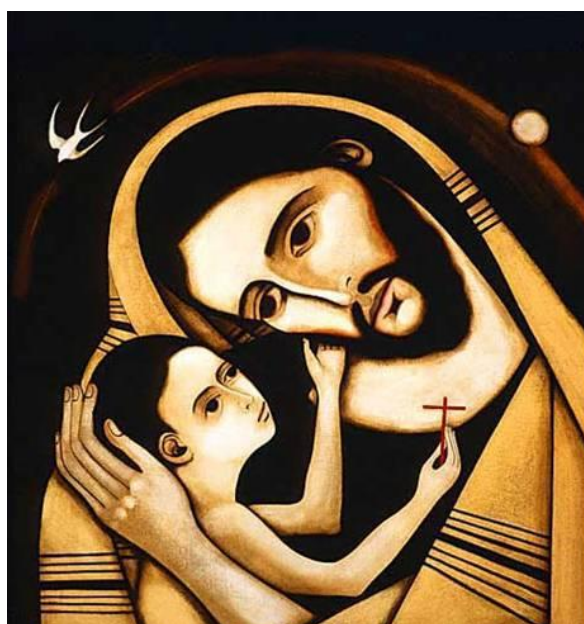




St. JOSEPH'S CATHOLIC PRIMARY SCHOOL

YSGOL GYNRADD SAN JOSEFF



POLICY FOR ASSESSMENT, RECORDING & REPORTING

Date of review:

Signature:

School Mission Statement

Assessment, Recording & Reporting at St. Joseph's contributes to being:

'Together in Christ – living, learning and growing.' 'Byw, dysgu a thyfu gyda'n gilydd yng Nghrist.'

Introduction

Assessment, recording and reporting are intrinsically linked and are an integral part of the education process. This policy outlines the purpose, nature and management of assessment, recording and reporting at St. Joseph's.

Purposes of Assessment

To help pupils in their learning:

- So that teachers can identify strengths and achievements to be built upon and measure progress.
- To give children a greater understanding of where they are and to provide motivation through success.

To help teachers evaluate curriculum provision:

- Diagnostic Assessment - helps teachers identify areas of weakness and strength for further development.
- Formative Assessment - helps in diagnosis and target setting for the pupil.
- Summative Assessment - provides a snapshot in time of each pupil's achievements.

To provide information:

- For pupils
- For parents
- To assist transfer
- For possible referral
- For audit purposes

Principles:

There are three areas to be considered;

- Progress in the Foundation Phase Guidelines and the National Curriculum and the Literacy & Numeracy Framework
- Skills and abilities about which informal judgements are made
- A pupil's personal development – progress against themselves. All teachers will be involved in an ongoing process of making judgements and continuous assessment primarily using the 'Incerts' assessment tool.

Assessment, recording and reporting at St. Joseph's should be manageable, straightforward and informative. It should therefore:

- Benefit all pupils equally, irrespective of ability, race, gender and background.
- Be integral to the planning process.
- Reflect the range of teaching and learning activities.
- Allow pupils to assume some responsibility for their own learning and self assessment.
- Be supported by a variety of evidence.
- Provide opportunities to develop and record personal qualities and general skills.
- Provide useful information.
- Fulfil legal requirements.

Marking and Responding

Pupils will be involved in their own assessment, depending on the focus of the assessment, where possible especially through the use of Success Criteria. This will involve pupil/teacher dialogue and interaction on a regular basis. All pupils' work should be responded to, either orally or in written comments, depending upon the nature of the task and the stage at which it is seen– For further details please refer to the school's Marking Policy.

Although discussion is seen as the main assessment tool, oral and written tests will also be used as well as observational analysis of pupils' performance within the school environment.

It is essential that all information gained from assessment should have a constructive purpose, to indicate a way forward for the progress and development of the whole child.

Assessment

We at St Joseph's use the 'Incerts' online assessment program which gives a live view of attainment and progress across the school, making clear the particular strengths and weakness of individuals and groups throughout the year. It also tracks pupils against their own teacher set targets.

There is a timetable to enable staff to regularly update their assessments to ensure consistent assessment and there is a timetable of standardised tests e.g. NFER, All Wales Test etc, which feed into our whole school assessment. Termly Pupil Profile meetings with HT and DHT refer to how pupils are progressing within their class.

The use of Success Criteria is now embedded into our teaching and learning at St Joseph's to ensure that pupils know their expectations and how to progress their attainment within their own work.

The children also have a 'My Learning Journal' - one for the Foundation Phase and one for Key Stage 2 - in which they comment on what they have learnt that year and their 2 stars and a wish for the next class, this ensures that the children have access to their own Assessment for Learning.

Record Keeping and Evidence

- Nursery pupils are teacher assessed on the Foundation Phase Profile (FPP) after spending six weeks in the class. The FPP allows practitioners to assess children's skills using observations and formative assessments and produces Outcomes expressed in four Areas of Learning - Personal and Social Development, Well-being and Cultural Diversity, Language, Literacy and Communication Skills, Mathematical Development and Physical Development although skills should be observed across a wide range of experiences and all the Foundation Phase Areas of Learning. This produces a 'set on entry' measurement for their progress and to The Profile.

- Incerts is used from Nursery class upwards to assess and record all areas of learning however the FPP is used to 'Baseline' Reception pupils again within six weeks of being in the class – this is a National requirement.

- Statutory Teacher Assessments, in the core subjects are reported at the end of the Foundation Phase - Personal & Social Development, Well-being and Cultural Diversity; Language, Literacy & Communication Skills and Mathematical Development and Key Stage 2 - English, Mathematics, Science and Welsh Second Language. These results, along with various other standardised tests that take place in classes (Year 1 upwards) throughout the year, including NGRT, Basic Maths Screening Test and the National Numeracy and Literacy Tests, feed into our data and inform our class provision including check up groups.

- In addition to 'Incerts' we use 'Simms' to record and track results of NGRT, National Tests etc.
- The 'Incerts' assessment and recording tool also generates a yearly report for parents.
- 'Incerts' level descriptors informs planning – to ensure coverage and differentiated attainment.

- Snap App' and electronic 'post it notes' can be used to add evidence or comments on particular level descriptors.
- Other evidence can be uploaded onto 'Incerts' through post-it notes and photos.
- The teaching of LNF and DCF are also assessed using the 'Incerts' tool.
- Regular moderation time is built into Staff Adds to ensure that levels are understood and assessment is consistent across the school. The school also takes place in yearly cluster moderation sessions and uploads levelled work to the Hwb evidence folder.
- A target booklet is also used whereby 3 targets are set each term for the pupils; these targets are then agreed by the pupils and their parents, in parents meetings.
- At the end of the school year teachers take part in 'transition meetings' to discuss pupils' progress and transfer records. The year 6 teacher liaises closely with relevant teachers from the feeder secondary schools to facilitate the transfer of information relating to pupils moving on.

Reporting

- There are three (termly) opportunities for parents to meet with staff to discuss settling in, progress and the child's report however; St Joseph's prides itself in it's 'open-door policy' with parents being able to make appointments, through the office, with teachers when any concerns/changes arise or when information needs to be passed on to the teacher/school.
- Written reports are issued once a year, at the end of the Summer Term. Our 'Incerts' assessment and tracking program which is updated throughout the year, along with the personally added comments and Simms data will produce an annual report which provides parents with a summary of their child's achievements in all aspects of school life over the course of the year. The report will also include targets for improvement. It is our most important written communication with parents. Parents and pupils have the opportunity to respond to their child's report.
- A copy of the annual report is kept in the pupil's file, and all previous reports and other assessment and recording evidence will be sent on transfer to a new school. Incerts results also travel with the child if the program is used by the new school.

Equal Opportunities

All pupils are assessed, recorded and reported on fairly regardless of race, gender, creed and ability.

Additional Learning Needs

To facilitate the early identification of children with Special Education Needs:

- The teacher assessment during the first term in Nursery is used to identify difficulties children may have.
- 'WELLCOM' (a speech and language toolkit) and 'Speech link' and phonics testing in FP and 'Language Link' in KS2 provide valuable information and are also programmes to enable progress.
- Children identified as having ALN and all of the Year2 class undergo the All Wales Reading Test, overseen by the ALNCO, and dependent on results the necessary procedures are then put into place.
- Our use of standardised tests as well as the Incerts assessment and tracking program identifies difficulties or lack of progress which individual children may be experiencing. Relevant procedures are then put into place - firstly by the class teacher and when necessary the ALNCO and outside agencies.

Key Skills

Assessment, Recording and Reporting at St Joseph's provides regular opportunities for the development of key skills, including areas of LNF and DCF. These opportunities are identified in teacher's planning.

Bilingualism

The use of bilingualism in all subject areas will aid the assessment of the use of the Welsh language.

Curriculum Cymreig

Experiences of the Curriculum Cymreig will be assessed through subject areas as part of the curriculum.

Review

Date/Dyddiad: This policy was reviewed in July 2019.