



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Assessment Policy

At SS John Fisher & Thomas More we assess so that:

- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age related expectations and therefore, plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

How will my child be assessed?

Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across our Multi-Academy Trust to help ensure that our assessment decisions are always objective and accurate. Below is an outline of how your child will be assessed in each key stage.

EYFS

ASQ3	On entry to Nursery children will be screened for their developmental stage using the ASQ3 assessment.
Wellcom	From the results of the ASQ3 children with specific language/communication difficulties will be identified and tested using the Wellcom assessment – this will pinpoint specific areas of difficulty.
Progress in Reading Assessment (PIRA)	In the Summer Term all reception children will be assessed using the Progress in Reading Assessment to help aid transition to year one.
Progress and Understanding of Mathematics Assessment (PUMA)	In the Summer Term all reception children will be assessed using the Progress and Understanding of Mathematics Assessment to help aid transition to year one.
Foundation Stage Profile	Assessment is ongoing and informal. Children are assessed against seven specific areas of learning: Communication and language Physical development Personal, social and emotional development (PSE) Literacy Mathematics



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	<p>Understanding the world Expressive arts and design</p> <p>Within each of these areas, there are specific Early Learning Goals – for example, in the case of Communication and language, these are Listening and attention, Understanding, and Speaking. Your child will be given an achievement level for each area of learning. This assessment is done through teacher observation.</p>
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KS1/KS2

Religious Education Termly	Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Stages of Attainment booklet agreed by Bishops' Conference.
Progress in Reading Assessment (PIRA)	This Reading standardised test is used to measure attainment against a national benchmark.
Progress and Understanding of Mathematics Assessment (PUMA)	This Mathematics standardised test is used to measure attainment against a national benchmark.
Rising Stars Progress Tests	The Rising Stars progress tests in Grammar, Punctuation and Spelling (GPS) measure progress termly.
Writing	Within our Multi-Academy Trust we have developed our own writing assessment based on National Curriculum expectations. Writing is teacher assessed throughout the year and reported on a termly basis.

Summative Assessment

Tests are administered with the appropriate level of formality in-line with any national administration guidance. Results from the data are then used to identify strengths and weaknesses at a school, cohort, class and individual level.

What progress should my child make?

1 Well below	2 Below	3 Expected	4 Expected +	5 Greater Depth
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We have a banding system. Test scores from the end of term tests will place pupils into bands. Any pupil working at band 4 will be deemed to be 'meeting the expected standard.' Pupils achieving band 5 (teacher assessment) will be deemed to be working at 'greater depth.' The banding system enables us to monitor progress and make 'on track' projections. Data is then analysed further to identify performance of groups and cohorts.

How else is my child assessed?



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We assess children as part of our teaching and learning cycle in every lesson. The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy (Appendix 1). At SS John Fisher & Thomas More, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place. We use our own formats for tracking pupils against curriculum expectations on a half termly basis and moderate our judgements within our Multi-Academy Trust.

How is progress recorded?

Progress is tracked using our own school tracking system. All data is put into this system on a termly basis and the senior leadership team monitor and track progress, in collaboration with teaching staff. Any child who is not making expected progress is given targeted support and put into a focus group to ensure they do not fall behind.

Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term. These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs.

Children that may be in danger of falling behind are identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate. Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of summative tools as detailed in the Assessment Timetable (Appendix 2).

How are Parents/Carers involved?

Parents are given an opportunity to attend a Parents Evening during the Autumn and Summer terms as well as an in-depth report at the end of the Summer term. Parents are also kept up to date with their children's progress and invited to look at the standard of work during 'Thumbs Up Thursday' meetings monthly.

Policy Written:	Policy Review Due:
July 2018	July 2019



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