

ST. JUDE'S CATHOLIC PRIMARY SCHOOL.

**ASSESSMENT, RECORDING AND REPORTING
POLICY.**

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1. MISSION STATEMENT.

Our statement – we are delighted to declare that

‘At St. Jude’s School we will show that we are proud to be part of God’s family by doing what Jesus taught us.

Our special family includes all who come to our school and the community we are pleased to serve.’

2. AIMS.

At St. Jude’s School assessment is an important part of the teaching and learning process. Through assessment we seek to promote the motivation and personal development of the child and to provide collaborative reviewing and appraising of achievement by the child, teacher and parent. Assessment is closely linked to target setting to challenge and support all pupils.

Recording the results of any assessment undertaken and then reporting the results to child, parent, teacher and sometimes governors, are both important parts of the assessment process.

Children’s attainment will be assessed in a variety of ways, for a variety of purposes.

FORMATIVE ASSESSMENT.

Helps teachers to find out how a child is learning and the next steps needed to achieve further progress. Results of formative assessment are used to inform teachers planning and to feed into summative records of achievement. Marking of children’s work will be clearly linked with the learning objective being assessed and clear constructive feedback on how improvements can be made will be shared with children, either individually or in a group. (see planning for learning policy.

Formative records are kept for each child, detailing attainment against the set learning objectives. Focus sheets are used to for this purpose and are kept in the class record folder. **See Appendix 1.**

Information from these focus sheets informs teacher’s decisions on the level a child is achieving in each subject, which is reported to parents in the annual report. **See Appendix 2.**

SUMMATIVE ASSESSMENT.

Is used at the end of a unit of work to ascertain whether a child has achieved the learning objectives set for that activity.

Teachers may award a level for the work, using the National Curriculum Level descriptors. Teachers will select learning objectives from the National Curriculum Programmes of study, The NLS and the NNS.

DIAGNOSTIC ASSESSMENT.

Is used by class teachers and our SENCO to help to support children experiencing difficulties in learning. Parents will be consulted if further Diagnostic assessment is needed and will receive a full report on any action needed to support the child. (See SEN Policy).

ABLE CHILDREN.

Any child who achieves levels higher than the expected standards for their age group will also be assessed using the able child profile sheets. These will inform decisions on future targets for the child and planning of suitably challenging tasks. (See Able Child Policy).

BASELINE ASSESSMENT.

During the first half term in our reception class, children are assessed using the agreed Hampshire Baseline assessment. Parents are informed of their child's results and targets set for improvement. This assessment is repeated during the child's first year in school and parents are informed of progress and any difficulties which may have been highlighted. (See Early Years Policy).

ASSESSMENT IN RE

As a Catholic school, we have a responsibility to ensure that children's experience of learning in RE lessons is as challenging and exciting as in all other lessons of the curriculum. The Here I Am scheme provides clear guidance for teachers on the content of lessons for each age group. Teachers should assess knowledge skills and attitudes in RE lessons. Evidence of a child's spiritual development is shown through their understanding and involvement in the liturgies experienced in school. Teachers should be sensitive to the continuing faith journey that children are experiencing and not try to assess a child's spiritual development, it is not part of our assessment responsibilities (See RE Policy).

OUR ASSESSMENT SCHEDULE.

ANNUALLY

In November each year, teachers complete target sheets, giving an indication of the potential achievement for each pupil. This information is used to set targets for individuals, groups, sets or classes. This information is used to inform planning for the next 2 terms.

Children in years 3 to 5 are assessed using QCA or NFER standardised tests to help inform teacher assessment and to give a level of attainment in Maths and English. These results are reported to parents in the annual report, together with details of attainment in all subject areas and personal and social development. Year 2 and Year 6 children are assessed using National sats. The results of these assessments are reported to parents and through the annual report from governors to parents to all our school community.

EACH TERM

Teachers assess Children's attainment in MATHS, ENGLISH AND SCIENCE and record these results on the schools tracking sheets. This information is used to help teachers plan work at the appropriate level for children. Our monitoring and tracking group of governors analyses the results of this tracking exercise to ensure all children are making satisfactory progress. Parents are informed of each child's attainment and progress at parent consultation evenings.

Subject managers monitor work samples and teachers' planning each term, to check for NC compliance and differentiation for pupil need.

EACH HALF TERM

Teachers assess each child's attainment in writing, spelling, science, and maths. Annotated evidence of writing and mathematical investigation are kept in each child's ROA.

ONGOING ASSESSMENT.

Teachers assess children's attainment against the learning objectives set on a regular basis. Feedback through effective marking ensures that children are given clear indication of how to improve and credit for learning (see Marking Policy). Our merit points provide a useful extrinsic motivation for children. Certificates for achieving multiples of 10 merits are awarded and celebrated at our weekly achievement assembly. Teachers also nominate children for "work of the week" awards, parents are notified through the weekly newsletter and work is displayed on a designated board in the research area.

Assessment results have to be reported to the child, parents, teachers and sometimes governors if they are to be useful in helping children to learn and teachers to plan appropriate experiences for children.

RECORDS OF ACHIEVEMENT.

These records are kept in class bases and are compiled by children and teachers to celebrate a child's progress. The following form the ROA.

Baseline results.
SATS results.
6 pieces of writing (1 per half term)
6 Maths investigations (1 per half term)
Past annual reports.
Interim school reports.
Details of any other standardised tests.
Able child or SEN results.

TEACHER RECORDS.

Tracking Document.
Target Sheet.
Focus Sheets.
Reading records.
Informal records.
IEPs for SEN children.
Planning sheets.

REPORTING

Parents are given the opportunity to see all children's books at home before each parent's evening.

Parents receive verbal accounts of their child's progress academically and in personal and social development at each parents' evening.

Annual reports are sent to all parents.

Governors receive regular reports from the headteacher on attainment levels in the school numbers on the SEN register and the Able Child register.