



St John's C of E Primary Academy Assessment and Monitoring Policy

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Key Personnel

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Chair of Governors: Fr Roger Gilbert

The Purpose of Assessment

Assessment is the means by which the progress of pupils is monitored. It is a tool to inform curriculum planning and learning programmes.

It should:

- ✚ Define each child's ability: what the child knows, understands and can apply.
- ✚ Reveal children's strengths and weaknesses.
- ✚ Ensure early identification of children with S.E.N and G+T
- ✚ Inform future planning and target setting: to ensure continuity and progression in our work with the children.
- ✚ Communicate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies.
- ✚ Comply with statutory requirements.

Planning for assessment

We use our school's curriculum to plan and guide our teaching. In this plan the objectives give details of what is to be taught to each year group. We use the National Curriculum 2014 to support our numeracy and literacy teaching. Identified in these are key questions to support assessment and assessment for learning (see AfL policy).

Lessons are planned for with clear objectives which are based upon the teacher's detailed knowledge of each child and their needs. We strive to ensure that all tasks set are appropriate to each child's ability. Assessment for learning strategies help us to understand what the children have learnt and what is to be taught next lesson.

Target Setting

Every school is required by law to set targets in English and Maths each year for those children in Year 6. Targets are set for all children in Reading, Writing and Maths for years 1-6 during each academic year and these build term on term. Individual targets and progress of children is discussed at pupil progress meetings that take place termly. These are carried out by the Principal Deputy Head teacher and 2 phase leaders. The outcomes of these conversations directly inform the next monitoring focus to ensure we are monitoring with a clear purpose.

Recording

At each data collection point the teaching staff collates the test or teacher data and record the children's results. These are recorded in our assessment package called 'Dc Pro'. The staff also record, regularly, the children's progress by filling in formative tracking grids within DcPro.

For foundation subjects there are assessment grids to fill out with the number of the year group in against the objectives. This is to be completed as we go through the academic year.

(See monitoring and assessment calendar for more detail)

Moderation: Quality Control

Opportunities will be made for moderation of assessments to ensure increasingly accurate school level data. This will be in the form of whole staff groups, phases, across phase teams and in comparison with other schools within our learning community and other schools in our academy chain. In Early Years the moderations process is through paired observations of children during CIA, profile scrutinises, Sandwell moderation courses, WLCT and hub school meetings.

Analysis of Data

Data is collated in various forms as highlighted above but also through the RAISEonline analysis and a question level analysis that is carried out in the summer term after the optional SATs and KS2 SATs have taken place. This analysis is done by the Maths or Literacy Lead and a full report given to the Senior Management Team and the pupil's next teacher who it will affect during the next academic year. This analysis provides us with important information about how the school is performing and how certain groups of children are progressing. It also provides a base line for teachers to start teaching their teaching in September and shows them the learning gaps and learning strengths. These gaps can then be addressed through precision teaching within the first few weeks of the academic year.

Reporting to parents

There are 2 parents' evenings a year to communicate with the parents. (October – Settling in) and (March – progress report). In July an opportunity is given to the parents to discuss the end of year report if requested.

There are 2 other written reports sent out to parents during the academic year. These reports go home to parents in December and March.

There are other strategies in place to keep parents fully informed of their child's progress in school. We encourage the parents to contact school if they have concerns about any aspect of their child's work. Also teachers are available after school on the playground for parents to talk to and members of the Senior Leadership Team before and after school on the playground.

In early years there is an open door policy at beginning of each session for dialogue with parents and parents welcomed to browse child's learning journey at any point, the parents are encouraged to be involved in contributing to assessment via my child's Wow moment and the Early Years run a series of stay and plays to liaise and report to parents.

Feedback to pupils

Feedback is very important as it tells children how well they have done and what they need to do next to improve their work. We have an agreed code for marking and feedback, as this ensures we are consistent across our phase. (See marking and feedback Policy).

Consistency

Subject leaders keep examples of children's work within their subject area. All the co-ordinators check that the curriculum coverage and assessments are accurate against the children's learning.

Monitoring and review

The assessment co-ordinator and subject leaders are responsible for monitoring the implementation of this policy. Staff are given time to collate evidence for their subject areas and time to look at their assessments for each subject area.

Throughout the academic year there are allocated times for monitoring to take place in various forms. These forms are lesson observations, book trawls, learning walks, Special Needs progress meetings, Pupil progress meetings, moderation meetings, planning scruits and pupil interviews. There is a monitoring calendar which outlines when and who carry out these monitoring sessions.

Monitoring is carried out to:-

- ✚ Establish how well we are performing.
- ✚ Identify school strengths and weaknesses to ensure the best possible standards of teaching and learning.
- ✚ Celebrate our strengths.
- ✚ Ensure that our future actions are targeted to address the weaknesses (monitoring for a purpose).
- ✚ Ensures that pupils progress and develop and attain the best possible standards.
- ✚ Ensure that the school provides a positive and pleasant learning environment.
- ✚ Ensure that pupils have a positive attitude to their work and that their behaviour is good.
- ✚ Help to inform the cycle of school development planning.
- ✚ Allocate resources in the most effective way.
- ✚ Continually evaluate school performance and school improvement priorities.

Linked to the:-

AfL policy

Marking and Feedback Policy

Teaching and Learning Policy