

# **St James the Great RC (VA) Primary and Nursery School**



## **Assessment Policy**

Reviewed Summer 2007

## **Rationale**

From St James the Great Mission Statement:

*“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.*

Assessment is an essential part in the cycle of planning, teaching and learning, evaluating, recording and reporting. It must always be manageable, useful and consistent.

## **Purpose:**

- To promote efficient learning by focusing the pupils’ attention on what is important
- To promote retention and transfer of learning
- To promote self-evaluation and self-monitoring by the use of well-defined expectations and criteria
- To motivate learning by communicating progress concerning what a student knows and is able to do
- To provide the most appropriate learning opportunities for students
- To provide formative and summative data about student learning and attainment
- To provide diagnostic data to improve learning
- To aid in determining teaching effectiveness - what approaches and methods work

## **Assessment approaches**

### **Assessment for learning (AfL)**

Assessment *for* learning helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses.

### **Assessment of learning**

Assessment *of* learning is more associated with judgements based on grades and ranks and with public accountability.

- ❖ Formative Assessments – ongoing teacher assessments to determine what a child knows or can do and are used to inform planning
- ❖ Diagnostic Assessments – identifying children’s strengths and weaknesses in order to help them achieve their potential
- ❖ Summative Assessments – these take place at the end of half term, term, year or Key Stage where the overall achievements of children are recorded
- ❖ Evaluative Assessments – assessing the effectiveness of planning and teaching on children’s achievements

All approaches to assessments take place regularly but some of the diagnostic and summative assessments occur at particular times throughout the school year. These are detailed below:

<b>Year Group</b>	<b>Assessment</b>	<b>Time</b>
Nursery	Aspects	Autumn 1, Summer 2
Reception	Baseline	Autumn 1, Summer 2
Year 1	PIPs	Summer 2
Year 2	SATs	Summer 2
Year 3	Optional SATs	Spring 1, Summer 2
Year 4	Optional SATs	Spring 1, Summer 2
Year 5	Optional SATs	Spring 1, Summer 2
Year 6	SATs	Summer 1

### **Whole School Tracking**

Each class has an assessment folder which remains with the cohort and is passed up to the next teacher at the end of the academic year.

These folders include:

- Termly teacher assessment for writing, reading, mathematics and science
- Individual targets for writing, reading, mathematics and science
- End of topic assessments for RE and ICT
- End of topic assessments for non core subjects
- End of year summative assessments based on testing
- Targets for each pupil in

These assessments are reviewed at the end of each term by the Leadership team in order to:

- Track individual children’s progress
- Track cohort progress
- Monitor the progress of individuals or specific groups of children
- Aid the leadership team in deciding where support or extension programmes need to be put in place

## **Reporting to parents**

Individual Parent Evenings are held twice a year when parents are informed of their child's progress. In addition to these, a written report is issued to parents at the end of the academic year.

## **The Role of the Coordinator**

It is the coordinator's responsibility to:

- Audit staff knowledge and understanding of assessment
- Encourage staff development either by organising and/or delivering in service training
- Support colleagues in raising the quality of teaching and learning through assessment
- Lead working parties to review and update policy documents
- Develop and monitor methods of assessment and record keeping
- Collate and aid in the analysis of summative assessment data
- Aid the leadership team in their termly review of assessment records
- Keep up to date with assessment initiatives
- Report to the Governor's Curriculum Committee and facilitate them in the implementation of their legal requirements and responsibilities

## **Inclusion**

We believe that tasks should be challenging yet achievable. Teachers' expectations should be high and modified so as to be appropriate for each child's ability. We aim to provide the necessary support or extension and resources to ensure this takes place. Each child is encouraged to reach their full potential and to achieve to the best of their abilities whilst retaining a positive attitude and self-image.

## **Equal Opportunities**

At St James the Great, we firmly believe in the importance of creating an inclusive environment where each child, regardless of gender, race or ability should be given equal access to participate fully in all aspects of the curriculum.