



St. Jérôme
Church of England
Bilingual School

Assessment Policy

(September 2016)

Executive Headteacher.....

Revd D. R. Norris

Chair of the Governing Body.....

Ian Fernandes

Date:~

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains'.

Inside the Black Box
Paul Black and Dylan Williams

1. Rationale

At St Jérôme C E Bilingual School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

At St Jérôme C E Bilingual School, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment – (Assessment of Learning)

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, Year 1, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment

- The National Curriculum and EYFS Statutory Framework Curriculum are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.
- Assessment Schedule (see Appendix 1)

Assessment and Reporting in the Early Years Foundation Stage

On entry to Nursery assessment and baseline assessment in Reception

Within six weeks of arrival in Reception each of our children is assessed using the Development Matters Framework. Assessment is in the form of observation and involvement in focussed learning tasks.

In EYFS assessment is based on observations made during play and on focussed learning activities planned by the teacher. A wide range of evidence is collected by all staff working in the setting against the Development Matters framework.

At the end of Reception teachers complete the EYFS profile and an assessment is made for each child in each area of the EYFS statutory framework. These assessments are moderated with our partner school Holy Trinity School C E Primary School Northwood and we are subject to periodic local authority moderation. Our Early Years Leader who teaches in Reception is a member of the Harrow Local Authority Moderation Team.

For further information about assessment in EYFS please see:
<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

Assessment and Recording in Key Stage 1 and 2

Early Reading and Phonics (EYFS and KS1)

Children receive phonics teaching in small groups based on their current phase in the letters and sounds programme. Children are assessed periodically and change group when they have mastered all aspects of a phase of development. Senior leaders monitor the length of time children are within each phase. Children are formally assessed in their acquisition of phonics in the summer term of Year 1 using the national phonic screening test.

Children move through our reading scheme at the rate that is most appropriate to them. Thorough assessments are made when teachers feel that a child is ready to move on. We use the PM Benchmark running record assessments. Teachers also observe children's progress during guided reading and use this time to explicitly teach specific skills that children need to learn.

Parents monitor reading at home and provide feedback to staff in reading record books.

Reading (beyond the reading scheme)

Staff continue to monitor children's reading through their reading record (KS1) or personal organiser (KS2) and children are required to produce reading responses to demonstrate their comprehension and understanding of texts. Teachers also observe children's progress during guided reading and use this time to explicitly teach specific skills that children need to learn. Children are placed in guided reading groups according to the level of challenge of the text and the skills that children need to learn.

Each child undertakes the GL assessment NGRT digital reading test twice in the year. The test is adaptive and each child's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This test gives an overall score for reading and allows a direct comparison to be made between performance in sentence reading and passage comprehension. The test also provides a reading age and age-standardised score. These progress tests enable children to be identified for additional support and enable us to assess the impact of interventions such as Boosting Reading Potential (KS2) or ReadingWise. Each class identifies focus children who will receive additional support and will read more frequently to school adult and trained volunteers. These children may complete the NGRT digital reading test more frequently.

If the school has concerns about Dyslexia or Dyslexic tendencies it will firstly administer the GL Assessment Dyslexia Screening Test. If this shows concerns a referral may be made to the Educational Psychologist. If necessary a programme of multi-sensory support will be put in place and regular assessment will be used to track progress.

The school has a range of reading comprehension tests that will be used periodically to inform teacher assessment and help to prepare and familiarise children with the format of national tests in Year 2 and Year 6. The school has the Rising Stars reading progress tests and these cover the following 6 assessment focus areas:

AF2: understand, describe, select or retrieve information, events or ideas from texts;

AF3: deduce, infer, or interpret information, events or ideas from texts

AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;

AF5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level;

AF6: identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader,

AF7: relate texts to their social, cultural and historical contexts and literary traditions.

At the end of each year children in Years 3, 4 and 5 sit a written English progress test that provides summative assessment of reading, spelling and grammar and an age-standardised score.

In Year 2 and Year 6 children sit a national Reading test.

Spelling, Grammar and Punctuation

Weekly spelling tests and half termly progress tests enable teacher to monitor children's acquisition of spelling and grammar patterns and rules. Frequent marking of children's writing enables teachers to monitor the application of spelling and grammar to independent writing and identify issues that can then be addressed in lessons.

At the end of each year children in Years 3, 4 and 5 sit a written English progress test that provides summative assessment of reading, spelling and grammar and an age-standardised score.

In Year 2 and Year 6 children sit a national Spelling, Punctuation and Grammar test.

Speaking and Listening and Communication

Language link assessment in Reception is used to identify children who may need to be referred to Speech and Language Therapist.

Teachers monitor speaking and listening skills across the curriculum and make an annual assessment of these skills that is reported to parents.

Writing

Teachers mark children's writing frequently and provide feedback and next steps for improvement based upon the progression suggested in the national curriculum and summarised in our child friendly learning ladders booklets. These booklets provide a whole school progression framework for writing including; spelling, organisation, purpose, vocabulary, grammar and handwriting. As frequently as possible children are given the opportunity to redraft or improve their writing.

Teachers record progress against the national curriculum end of year expectations, which have been summarised in Learning Ladders Booklets. When teachers are confident that a child has mastered a step on the ladder it is highlighted. Children can also use these booklets to monitor their own progress. Each term writing samples are moderated between classes to ensure consistency of application of the progression framework. Opportunities for moderation with other local school will take place through the network of Church of England School in Harrow and Hillingdon.

There were interim guidelines for the teacher assessment of writing in Year 2 and Year 6 in 2016 and the school will comply with all future statutory guidance for assessment.

Mathematics

Teachers mark children's mathematics work frequently and provide feedback and next steps for improvement based upon the progression suggested in the national curriculum and summarised in our child friendly learning ladders booklets. These booklets provide a whole school progression for mathematics. Teachers also use a range of short progress tests and tasks to inform their assessment. For example, the National Centre for Excellence in Teaching Mathematics (NCETM) mastery resources.

Teachers record progress against the national curriculum end of year expectations, which have been summarised on progression grids. When teachers are confident that a child has mastered a step on the ladder it is highlighted. Children can also use the booklets to monitor their own progress. Each term mathematics work and assessment evidence is moderated between classes to ensure consistency of application of the progression framework. Opportunities for moderation with other local school will take place through the network of Church of England School in Harrow and Hillingdon.

At the end of each year children in Year 3,4 and 5 sit a written arithmetic and mathematic reasoning test that provides summative assessment of all aspects of Mathematics and an age-standardised score.

In Year 2 and Year 6 children sit a national Mathematics test.

There were interim guidelines for the teacher assessment of Mathematics in Year 2 and Year 6 in 2016 and the school will comply with all future statutory guidance for assessment.

Religious Education

Teachers assess children using the QCDA level descriptors (levels 1 to 6). Regular termly internal moderation meetings, and opportunities for external moderation via the Church School network instigated by our partner school Holy Trinity, promote professional dialogue and a shared understanding of progress and achievement in RE.

An RE skills ladder (available in all children's books) has been designed to support children and their teachers with identifying next steps for their learning. These ladders are available in children's books for them to refer to in lessons

Science

The school has developed a progression of 'learning scientifically' skills that are cumulatively assessed as children develop their practical and investigative skills across the topics of learning.

At the end of each year children sit the GL Assessment Science Progress test that provide summative assessment of all aspects of the Science curriculum and an age-standardised score.

French

The school carefully monitors the pupil's acquisition of the French language and assessments are made in the quality of their discrimination and pronunciation of the sounds of French (phonics), their knowledge of vocabulary, their ability to speak, listen and communicate, their reading and writing (KS2 only). Similar strategies are used to those for the assessment of the development of skills in English. Summative assessment of pupil's progress are made against the Common European Framework of Reference for Languages which details particular stages of language proficiency.

Computing

At St Jérôme we believe that progress in computing is based upon the individuals' skill set rather than meeting objectives. Therefore we endeavour to assess the ability of a child by observing, evidencing their skills and monitor how they can apply these skills across the curriculum. We assess attainment against a non linear skills matrix of which the statements are derived from the national computing curriculum and keep a record of the children's developing project work in e-portfolios.

Art

Pupil sketchbooks and portfolios of work are linked to school progression of skills in Art.

PE

Teachers observations of children during lessons informs their future planning and they modify and differentiate the lesson accordingly. Children receive a regular fitness tests and are encouraged to monitor their own fitness level both at school and at home.

Music

The Music Express programme provides regular opportunities for assessment and teachers make an annual assessment of progress and achievement.

History/Geography

The school currently assesses the progress of History and Geography skills at the end of each topic or theme of learning.

5. Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

6. Moderation

Regular moderation of assessment takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse children's work against the school's progression frameworks for the National Curriculum or the Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

7. Review:

This policy is subject to annual review, a s part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

8. Staff Responsible for Implementation

The Strategic Lead for this policy is the Head of School.

Appendix 1: Marking Guidance

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good or better progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Frequency of Marking

At least once a week, teachers should write a comment and next step target on the children's work in English and maths.

Children should be given the opportunity to look at and respond to the teacher's comments in an-age-appropriate way. These opportunities must be made explicit in teacher's weekly planning.

Writing

Focussed marking of children's writing should relate to either the specific learning objective (communicated through 'I can...' statements), or the next step target for each child.

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected provided children are given an opportunity to practise them.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. It is often only necessary for the teacher to mark some of the calculations on a page in order to judge whether the child has understood the concept.

Test Marking

The school acknowledges that there is a role for testing; however teachers should ensure that test results are fed back to children individually and sensitively. Teachers are however encouraged to provide information to children on whether the mark achieved is an improvement on previous attainment.

Self Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve)
- self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peers work to demonstrate appropriate use of text features

Appendix 2: Assessment materials, tools and tests for English and Mathematics:

Reading	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Guided Reading Records• Running Records (PM Benchmark)• Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words)• Rising Stars Reading Progress Tests• GL Assessment NGRT Digital Test• Teacher planned comprehension tests/activities• Phonic phase assessments (including flashcards)• Annual English Progress Tests
Writing and SPAG	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Learning Ladder Booklets• Writing samples (independent where possible)• Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes)• Results of class tests (e.g. weekly spelling tests)• Annual English Progress Tests
Maths	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Results of class tests (e.g. tables tests)• Learning Ladder Booklets• Annual Maths Progress Test

Appendix 3: School Assessment Schedule

Autumn 1	<ul style="list-style-type: none"> • On entry data for Reception baseline • Senior Leaders analyse end of key stage results • Annual Language Survey (EAL) • Class end of year targets set • Pupil Progress Meetings • Phonics and SPAG half-termly progress tests • SEND register updated and ILPs written
Autumn 2	<ul style="list-style-type: none"> • Parents' Consultation Meetings • Individual and class intervention measured for impact • Phase group assessment moderation meetings • Phonics and SPAG half-termly progress tests • Class assessment folder updated (on-going)
Spring 1	<ul style="list-style-type: none"> • Reading, Phonics and SPAG half-termly progress tests • Pupil Progress Meetings • Class profiles updated • Class assessment folder updated (on-going)
Spring 2	<ul style="list-style-type: none"> • Parents' Consultation Meetings • Phonics and SPAG half-termly progress tests • Reading, Phonics and SPAG half-termly progress tests • Phase group assessment moderation meetings • Class assessment folder updated (on-going)
Summer 1	<ul style="list-style-type: none"> • Phase group and cross phase assessment moderation meetings • End of year reports produced • Prepare class hand-over folders • Year 6 SATs fortnight • Year 2 SATs (on-going throughout May) • Local Authority SATs moderation meetings for Reception, Year 2 and Year 6 • Class assessment folder updated (on-going)
Summer 2	<ul style="list-style-type: none"> • Year 1 Phonics Tests • Report EYFSP to Local Authority • Report Years 2 SATs results to Local Authority • Report all results of statutory assessments to parents • Annual reports sent to parents • Class assessment folder updated in preparation for class handover meeting (on-going) • Class handover meetings (current teacher meets receiving teacher to share information)