

St Joseph's Catholic Primary School



Our Mission Statement

We grow together in God's Love as we Pray, Learn and Play

"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"

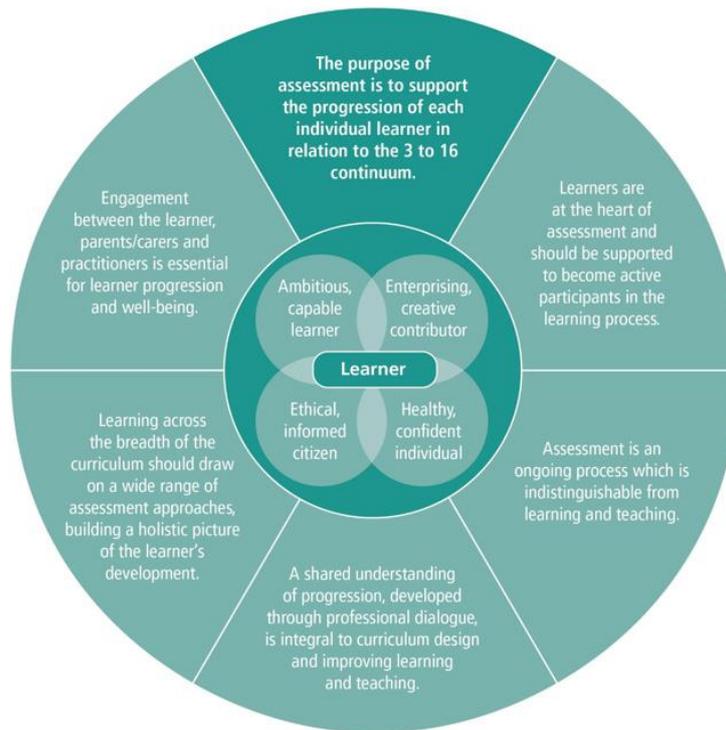
ASSESSMENT POLICY

Article 28:

You have the right to a good quality education

This Policy was approved by the Governing Body on	November 2024	The first policy was drawn up and ratified by the Governing Body	Signed: 
This policy is due to be reviewed by the Governing Body	November 2025	This Policy was reviewed by the Governing Body and ratified	Signed:
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Assessment Policy



At St Joseph's Primary School our assessment procedures ensure high achievement and progress for all and equip all learners with the skills they will need for life in the 21st Century. We believe assessment is vital in facilitating effective learning.

“Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a best-fit basis.

Assessment has three main roles in the process of enabling learner progression:

- supporting individual learners on an ongoing, day-to-day basis
 - identifying, capturing and reflecting on individual learner progress over time
 - understanding group progress in order to reflect on practice.
- When planning and delivering learning experiences, practitioners should be clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why”

(Curriculum for Wales 2022)

Both qualitative and quantitative assessment is used to report on learner progress and attainment. Assessment procedures at St Joseph's also involve the learners in self-assessment, peer assessment, target setting and review.

It is also important to ensure that procedures are manageable, diagnostic, collaborative and above all informative.

At St Joseph's Primary School, we understand there is a clear distinction between Assessment **of** Learning: for the purposes of levelling, reporting and accountability and Assessment **for** Learning which should drive day to day assessment, inform planning and enable children to think and talk about their learning.

The principles of sharing objectives and success criteria, quality questioning, use of talk, self and peer assessment, underpin our teaching and learning philosophy. The AFL agenda offers opportunity for day to day formative assessment of learning and engages the learners in an ongoing process.

This policy should be read in conjunction with the Feedback, marking and Assessing Policy and the teaching and learning policy which underpins all subject policies.

St Joseph's Vision Statement

We are inspired by the Spirit of Christ, and strive to build on our strengths and seek ways in which we can enrich every child's experiences and achievements through our positive and caring ethos, rooted in Gospel Values.

We endeavour to provide the best and most memorable learning experiences to help the children we serve achieve their potential and aspire to ever greater heights:

- to give them skills to build on, and expand their knowledge and understanding to become ethical citizens of a rapidly changing world;
- to prepare them for life in Wales, Britain and the global society beyond:
- to inspire a lifelong love of learning;
- to foster in them imagination, independence, confidence and resilience to deal with life in a positive, healthy and productive way:
- to help them grow and learn together in their love of God.

Assessment for Learning

- Effective teaching and learning takes place when clear learning objectives, in child speak are shared at the start and emphasised throughout the lesson.
- Teachers and Support Staff should use open-ended questioning to trigger more complex dialogue.
- Children should be given opportunity to contribute to the development of success criteria and use this when reviewing their work.
- Teachers should allow pupils sufficient time to think and respond to formative comments.

Assessment of Learning

A range of summative assessments are carried out throughout the school; see appendix (I).

Aims of Assessment

The aims of Assessment **for** Learning and **of** Learning within St Joseph's Primary School are to:

- ✓ evaluate the pupils' work by using common practices across the school;
- ✓ regularly and effectively respond to pupils' work so that they receive positive and constructive feedback;
- ✓ ensure that pupils understand any judgements made regarding their work and use this information to improve;
- ✓ to improve communication between the school and parents and therefore help parents become more involved in their children's progress;
- ✓ to facilitate a smooth transition between year groups, key stages and schools.

Forms of Assessment

At St Joseph's we ensure that a variety of forms of assessment are implemented. These complement the demands of the task in hand, including:

- Marking
- Observation
- Questioning
- Discussion
- Focused assessment tasks
- Self & Peer Assessment

Self and Peer Assessment (See Marking and Feedback Policy)

Opportunities for self- assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

Children also self-assess their understanding of success criteria at the beginning of lesson, and return to the LO and success criteria at the end of each lesson using quick, visual feedback to teacher - thumbs up etc (Bawd i fynd)

All pupils use a green pen for Self-Assessment and Peer Marking.

- Time is built in to planning, to allow this to be done QFT (Quality Feedback Time) 'Levels' Peer Marking/self-assessment
- Mark own based on Success Criteria
- Mark own and make a comment
- Mark peers based on Success Criteria
- Make a comment on a peers work.

Peer Assessment

Peer assessment will be used when relevant, but this should usually be with the provision of a success criteria rubric. Pupils will be encouraged to clarify their own ideas and understanding of both the Learning Objective and the assessment criteria while marking other pupils' work. Peer assessment in St Joseph's Primary is used from Y3 onwards, or earlier if pupils are ready and understand self-assessment well.

Pupil Assessments

Formative assessment is ongoing and used to update pupil achievement on Traciwr. Teachers are required to update Traciwr termly (set dates are specified). A snapshot of the whole school data is taken during the final week of every term and pupil progress is analysed. Targeted pupils are highlighted. Assessment of literacy and maths is ongoing, with phonic assessments and complete maths assessments taking place at the end of each unit.

At the end of an academic year, subject leaders for Assessment, Literacy and Mathematics analyse and RAG the WG test data and the pupil progress information is shared with all staff. In KS2, pupils are set in ability groups for Mathematics from the standardised scores achieved in the WG tests. These scores are also used to target pupils for individual intervention and catch up programmes.

Assessment Evidence

At St Joseph's Primary School, evidence includes work that exemplifies progression of knowledge, skills and experiences and draws on making links across their learning and the application of skills as outlined in the principles of progression and drawing on the What Matters Statements (CfW).

The exploration and collective understanding of pupil progress through the moderation of pupils' work is undertaken by all the staff in school during whole staff INSET and at cluster moderation.

It is vital that staff have a shared understanding of progression in order to:

- Recognise joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in schools' and settings' curricula – drawing on the principles of progression, statements of what matters and descriptions of learning
- ensure coherent progression for learners throughout their learning journey and in particular at points of transition (for example, across and between primary and secondary school; across and between funded non-maintained nursery settings and primary schools, and from year to year within a school/setting)
- recognise how their expectations for progression compare to those of other schools and settings, to ensure coherence and equity across the education system and a sufficient pace and challenge in their approach to progression in their curriculum and assessment arrangements.

Reporting to Parents and Carers

We keep parents informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Termly Curriculum letters are provided for parents which outline the AOLE content to be taught.

We hold two formal parental consultation evenings during the year.

In the autumn term, we offer parents the opportunity to meet with their child's new teacher. This discussion includes:

- ensuring that the child has settled into his/her new class;
- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school
- giving an opportunity to discuss targets that were set in the child's previous annual report.
- Viewing the work completed by the child so far that term

In the spring term, parents/carers are offered another consultation with their child's class teacher to discuss their child's progress.

Parents of children on the ALN register are given a termly appointment to meet with the ALNCo, the class teacher and the TA (if relevant) to discuss progress on their IDP and future learning needs.

In the Summer Term if required, parents are invited to make an appointment for an informal meeting with the class teacher in response to the annual report.

End of year reports are given out at the end of the Summer Term. Reports include evidence of attainment and progress in national tests and narrative comments on skills progress.

Transferring Information

At St Joseph's we transfer the following data to the pupil's next teacher:

- Benchmarking/reading records;
- pupils' most recent Individual Development Plans (IDPs).
- One-page profiles;
- National and other standardised test data, including PASS (Health and Well-being);
- Teacher assessment on progress of skills
- Teacher assessment levels/outcomes in Religion (Come and See)

To the High School:

- End of Progression Step progress data
- Standardised score data
- Personal pupil information (My Concern);
- IDPs

Monitoring and Evaluation

The Head-teacher and SLT work with teachers to monitor and evaluate individual pupil progress towards their targets through termly pupil progress review meetings. The progress of groups of learners is also analysed and reported to Governors in accordance with the SIP.

Assessment and Equalities

At St Joseph's Primary School, we recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences and as such, seek to reflect this in all of our school policies. In accordance with the Equalities Act 2010 our policies and learning and teaching strategies fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. Through our assessment policy we seek to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

At our school, we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community and this is reflected in the content of each policy.

The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, role models and opportunities that challenge stereotyped thinking.

ONGOING ASSESSMENTS

Always	Sometimes	Focussed assessment
<p>In every session</p> <ul style="list-style-type: none"> ❑ Skill based learning objective shared at the start and emphasised throughout the lesson. ❑ Work needs to be marked in line with the school's Marking Policy. ❑ Children should reflect on success criteria when reviewing their own and others' work through a range of strategies: ❑ <i>Oral feedback using the vocabulary from the lesson to explain what the children have learned</i> ❑ <i>Think, pair, share</i> 	<p>On a regular basis:</p> <ul style="list-style-type: none"> ❑ Children should be able to contribute to shared success criteria. ❑ Weekly opportunities to respond to Teacher comments aimed at taking learning forward ❑ Opportunity to reflect on learning through a range of strategies e.g. success criteria, traffic lights, class assemblies, think/pair/ share. 	<p>See separate Assessment Timetable</p>

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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Benchmarking will take place for individual children – as and when required. SALFORD READING ASSESSMENT TO TAKE PLACE ANNUALLY – FOR CHILDREN WITH A STANDARDISED SCORE OF <130 Religion Assessments to take place at the end of every topic Writing Assessments – based on the focus genre for the half term NRT – National Reading Test NNT – National Numeracy Test - Procedural and Reasoning TA – Teacher Assessment						
Nursery	On entry assessment (FPP) Wellcomm screening (as necessary) on entry Assessment Fieldnotes					Summative assessment Literacy, numeracy, PSD
Reception	FPP (Compact) on entry - Baseline Language Link PASS Survey Writing Journey Assessments	TA –Traciwr Welsh Oracy & Reading Writing Journey Assessments	TA – writing phonics and high frequency words TA –Traciwr Writing Journey Assessments	TA - phonics and high frequency words, LLC & numeracy, PSD TA –TRACIWR Welsh Oracy & Reading Writing Journey Assessments	TA - TRACIWR Welsh Oracy SWST Writing Journey Assessments	Summative assessment TA - phonics and high frequency words, Welsh Oracy & Reading Writing Journey Assessments
Year One	Language Link rescreen PASS Survey Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Writing Journey Assessments NFER – Maths, Reading, Spelling	TA –TRACIWR Phonics and high frequency words TA –TRACIWR Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Writing Journey Assessments NFER – Maths, Reading, Spelling	TA - TRACIWR Welsh Writing SWST Writing Journey Assessments	Summative assessment, Welsh Oracy, Reading & Writing Writing Journey Assessments NFER – Maths, Reading, Spelling

Year Two	TA – LLC & numeracy Language Link rescreen PASS Survey Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Writing Journey Assessments NFER – Maths, Reading, Spelling	TA –TRACIWR Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing NFER – Maths, Reading, Spelling Writing Journey Assessments	Statutory testing NRT / NNTs SWST Writing Journey Assessments	Summative assessment Welsh Oracy, Reading & Writing NFER – Maths, Reading, Spelling Writing Journey Assessments
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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Three	TA –TRACIWR PASS Survey Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments	TA Literacy, Maths & Science NGRT Reading Assessment SWST Complete Maths Unit Writing Journey Assessments	Summative Assessment Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments
Year Four	TA –TRACIWR PASS Survey Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments	TA Literacy, Maths & Science NGRT Reading Assessment SWST Complete Maths Unit Writing Journey Assessments	Summative Assessment Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments

Year Five	TA –TRACIWR PASS Survey Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments	TA Literacy, Maths & Science NGRT Reading Assessment SWST Complete Maths Unit Writing Journey Assessments	Summative Assessment Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments
Year Six	TA –TRACIWR PASS Survey Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Complete Maths Unit Assessments Writing Journey Assessments	TA –TRACIWR Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments	TA Literacy, Maths & Science NGRT Reading Assessment SWST Complete Maths Unit Writing Journey Assessments	Summative Assessment Welsh Oracy, Reading & Writing WAG Reading and Numeracy Assessments Complete Maths Unit Assessments Writing Journey Assessments

On Entry Assessments

- Baseline assessment from Foundation Phase Pupil Progress
- WELLCOMM (Nursery)
- Language Links (Reception)
- Baseline Writing Assessment
- MALT – Maths Age (Years 3-6)
- Reading/Phonics Assessment