



*In the Light of Jesus
we Learn to Shine*

Principles for Assessment September 2015

Our approach:

In St Joseph's Catholic Primary School we believe that each child is unique. We strive to develop and celebrate their human potential given by God and enhance their individual talents in all that we do. We believe that assessment is at the heart of teaching and learning and provides information about an individual's specific strengths, difficulties and achievements, and review their progress.

The process of assessment, recording and reporting should be honest, ambitious and appropriate and should rely on the informed professional judgement of teachers. We recognise that assessment is inclusive of all abilities and set high expectations for learners in context, against nationally standardised criteria and expected standards. All children will be encouraged to realise their potential and assessment of their achievements will be fair, supportive and motivating.

Senior Leaders are responsible for monitoring and tracking school assessment and pupil progress across the school and provide half termly feedback to the Head teacher and Governing Body. All staff are accountable through Appraisal for the tracking and monitoring of pupil progress and are regularly trained in our approach to assessment.

Method of Assessment:

The purpose of assessment, recording and reporting is to involve teachers, parents and pupils in raising achievement and ensuring progression and continuity in teaching and learning throughout the school. Through the process of assessment, recording and reporting we aim to:

- Assess pupils against assessment criteria against the EYFS and National Curriculum and our own local design. These should be short, discrete, qualitative and concrete descriptions about what a pupil should know and be able to do at the end of each academic year.
- The achievement of each pupil in core subjects is assessed against the year group programmes of study half termly.
- EYFS Pupils are assessed as 'emerging', 'expected' or 'exceeding' against the Early Learning Goals contained in national expectations at the end of the Foundation Stage year. Throughout the year pupils are assessed using the Early Years profile objectives.
- In KS1 and 2 pupils will be assessed against how well they have achieved the year group objectives covered. Individual progress will be recorded as 'working towards', 'expected' or 'more than expected'. A small number of pupils, with special educational needs, will be working 'below' the national expectation for their year group; their progress will be tracked from their starting point.
- Assessment judgements are recorded and backed by a body of evidence created using pupil work books, teaching and learning observations, discussions with pupils and through formal testing.
- Moderation activities by colleagues in school and with partnership schools ensure assessments are fair, reliable and valid in line with national expectations. Half termly in school moderation, using DfE standardisation materials are used to ensure consistency.

Use of Assessment:

- We celebrate all achievement across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development.
- Teachers use data to plan the learning for all pupils to ensure they meet or exceed expectations. Senior leaders analyse data half termly to ensure all pupils are making sufficient progress and where identified relevant support or challenge is provided through intervention and school provision mapping.
- All information from assessment is communicated to parents and pupils through a structured conversation at parent consultation meetings and an annual school report. Parents and pupils receive reports of achievement and highlight next steps for learning.