



Saint John Fisher Catholic Voluntary Academy

Assessment Policy

'For I know the plans I have for you; plans to give you hope and a future.' Jeremiah 29:11

Everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents.

This policy has been drawn up having taken into consideration *the Final report of the Commission on Assessment without Levels September 2015*, Sutton Trust Report 2014 and other guidance such as OFSTED Case Studies.

The principles and aims of assessment

In keeping with our Catholic ethos we understand that it is our duty and privilege to ensure that every child at St John Fisher Catholic Voluntary Academy is given the opportunity to develop their God given talents. Quality first teaching is a core aspect of our work and assessment is an integral part of teaching and lies at the heart of promoting pupils' education. This policy applies to all children regardless of aptitude, gender, ethnicity, sexual orientation or faith background. This policy should be read alongside our SEND and Marking and Feedback policy.

2. Arrangements for the governance, management and evaluation of assessment

We define Age Related Expectations (ARE) as performing at their appropriate Assertive Mentoring Stage for their year group. Eg. Year 6 = Stage 6

Within each stage there are 6 points.

(Entering, Entering +, Developing, Developing +, Secure, Secure +)

We define minimum expected progress as 6 points per year. We expect some children make more than expected progress.

3. Information about how assessment outcomes will be collected and used

Teacher Assessments and Summative data are kept in Teachers' Record books.

Teachers will record information gained from short tests

'The Commission has seen good practice in a primary school that is developing an assessment system that uses short tests in key subjects. For example, comprehension questions in literacy, spellings and times tables tests and end-of-unit tests in maths. The marks, which will be used in place of levels, will be recorded by teachers in mark books (or spreadsheets); but not entered on a central data management system. The results of will be used diagnostically as a starting point for discussions with parents, as well as in discussions with the leadership team to identify pupils who may need further support.' Final report of the Commission on Assessment without Levels p34 September 2015

The results of the standardised tests are recorded on our electronic tracker (currently O-Track) by the Co-heads. This system is password protected.

Analysis of assessment outcomes are reported termly in the Leadership Report to Directors. It is shared with all staff and with external agencies (e.g. SIP)

Raise on Line (ROL) and Fischer Trust (FFT Aspire) data is analysed and used for benchmarking

4. Arrangements for ensuring teachers are able to conduct assessment competently and confidently

The Leadership team coach and mentor staff and moderate Teacher Assessment. Staff meetings and CPD are held to ensure a shared understanding of the expectations of each Stage. Work is moderated across the Holy Family cluster of schools. Leadership team have had training in Teacher Assessment and moderation of children's work. The Co-Head works closely with the Derby Network of Assertive Mentoring schools to calibrate post level data. Termly pupil progress meetings are held with the class teacher to explore the reasons behind the data and plan any necessary interventions.

5.1 Day-to-day in-school formative assessment

Assessment for Learning (AfL) is the bedrock on which effective teaching and learning takes place. We use AFL to:

Identify early SEND pupils

Identify specific gaps in knowledge, skills and understanding so that the teacher and their pupils are clear as to their precise next steps they need to know next in order to progress

We use Assertive Mentoring to assist in identifying specific targets and ensure systematic progress and expect teachers to refer to the National Curriculum

Differentiate and tailor the learning to each child's needs. Where the child is performing below ARE we expect teachers to refer back to the appropriate Assertive Mentoring Stage to ensure that gaps in children's learning are addressed.

Oral and marking feedback – Our Read it Red It Marking and Feedback policy is an integrate part of our AfL and ensures that pupils are proactive in assessing their performance against their targets and teachers give clear, precise and constructive feedback. We expect pupils to be involved in setting their own targets. Pupil targets are accessible so that pupils can refer to them and evaluate their own work against them

Pupil targets are discussed formally at Parents' evenings and informally throughout the year

5.2 In-school summative assessment

Our summative assessment is a snapshot of pupil outcomes and progress at that point in time. We use summative assessment three times per year to map pupil progress and attainment. These summative assessments are standardised tests. We use summative data to:

- Compare our pupils' outcomes to the National Expectation and to the performance of similar schools
- Compare outcomes for different groups of pupils are doing across the school, e.g. gender, PP, EAL, SEN and to identify any issues
- To raise questions, reflect on our performance and identify areas for improvement
- To form the basis for discussions with class teachers
- To monitor pupil progress over time
- Monitor the quality of Teaching and Learning over time
- To inform parents about attainment and progress of their child compared to Age Related Expectations (ARE)
- Data targets, reflecting our high expectations are set drawing on our internal mapping and FFT estimates

5.3 Nationally standardised summative assessment

We comply with national expectations for external testing and moderation.

We use ROL to analyse our end of key Stage outcomes and inform future developments.

6. Implementation

Summative assessments are carried out in Literacy and Mathematics:

- EYFS Baseline on entry
- New admissions on entry
- Aut mid term (Teacher Assessment)
- End of Autumn
- Mid Spring
- End of Spring (Teacher Assessment)
- End of Year / National Tests (May)
- End of Year (Teacher assessment)

Assessment for Learning is an on-going process. Each class teacher keeps an Assertive Mentoring folder to keep an on-going record of pupil progress and attainment.

Chair of Directors

Date

To be reviewed October 2016