



St. Mary's Priory Catholic Infant & Junior Schools
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Assessment Policy June 2015

Mission Statement

At St. Mary's Priory RC Infant and Junior Schools we strive to develop a happy, caring, healthy and secure learning environment. We seek to understand, celebrate and enhance the diversity of our community. In this calling we are encouraged by Christ as our centre and Mary as our mother.

Our Mission is:

- to love one another as Mary loves Jesus and Jesus loves us
- to do our best always
- to take care of ourselves and the world God has given us

Assessment Statement

At St. Mary's Priory Infant and Junior Schools we recognise that assessment is an integral part of the teaching and learning process. It is a record of success - a means of planning. It ensures continuity and progression enabling us to record achievements in a standardised way. We aim to involve the children in their own assessment in order to achieve effective learning and build confidence.

Aims of Assessment

- to help planning
- to be aware of gaps
- to track progression
- to ensure continuity
- to build confidence
- standardisation

Foundation Stage

The Foundation Stage staff monitor and assess children's individual progress, interests and achievements through evidence such as:

- short and tracking observations,
- photographs,
- samples of work,
- discussions with children,
- discussions with parents.

All of this information is then used as evidence for the children's individual Profile booklets. A Profile booklet is kept for each child along with evidence files to support these booklets. In the Nursery the Haringey Early Years Profile is used and in Reception the Foundation Stage Profile is used. During the first half term in Reception, a baseline assessment will be carried out, to provide a starting point for each child's learning. These are discussed with parents regularly through both the formal parents meetings each term and more informally when either parents or staff request a meeting. Formal parents meetings in the Foundation Stage are 20 minutes long to enable the Profile booklets to be discussed fully. Parents can inform staff readily of the children's interests and concerns. Good communication between parents and staff is important in order to gain a clear picture of the whole child. The information in the Profiles will then provide the basis for the written annual report to parents.

Key Stages 1 and 2

The analysed results of the Foundation Stage Profile are passed onto Year 1 teachers and this is used as a basis for Year 1 planning and grouping during the children's transition period.

In Year 1 children are given individual assessment files; these files contain work samples from Reception and any subsequent samples of work assessed by Year 1 teachers throughout the year. At the end of Year 1 the file should contain levelled work samples in writing, reading, numeracy, science and R.E. The individual files are then passed onto Year 2 teachers who will continue adding samples of work that are assessed throughout the year.

At the end of Year 2 teachers from Year 2 and Year 3 meet to discuss the needs of children moving into their class. Year 3 teachers are given opportunities to observe their new class and collect evidence on the levels the children are working at.

At the end of Year 2, pupils' SATs papers and confidential reports are sent to the Junior office.¹

Target Tracker software and tracking matrices are used to track pupils' progress in reading, writing and maths. These are passed on to the next teacher

¹ **Teacher assessment** is now the main focus for end of Key Stage 1 assessment and reporting. Tasks and tests are used to underpin teacher assessment.

at the end of each year. At the beginning of the new academic year teachers begin a new matrix using the previous year's summer results as their incoming assessment data.

Changes to KS2 SATs in 2016

In the Summer term of 2016, children in Year 2 and Year 6 will be the first to take the new SATs papers. These tests in English and Maths will reflect the new National Curriculum and are intended to be more rigorous. There will also be a new marking scheme, to replace the existing National Curriculum levels. These levels will be replaced by standardised scores. Children will take tests in Reading, Maths and Spelling, Punctuation and Grammar (SPAG). Writing will continue to be assessed and marked internally.

Additional Teacher Assessment

Additional assessments are based on:

- Teachers' Personal planning and lesson evaluations/well-planned "plenaries"/marking of children's work/evidence of home school partnership e.g. reading records/homework.

KS1 also keep records of reading/speaking and listening/high frequency words.

Planning

- A Termly Curriculum Newsletter is sent home to Parents/Carers.
- I.E.Ps are kept in the class SEN file.
- S.E.N. files, monitored by the Inclusion Manager, are passed to the new teacher at the end of each year.
- A Gifted and Talented register is kept in planning files.
- As part of the School Self Evaluation process, planning is monitored regularly by the Phase Leaders.
- Subject Leaders monitor planning as part of the School Improvement Plan.
- Schemes of Work are agreed for all subjects.

Evidence of Assessment

- Termly assessments to review progress in Literacy and Maths.
- Children to review progress towards their targets.
- R.E Assessments - end of each topic.
- Progress is recorded on Target Tracker, using the terms 'beginning', 'working within', and 'secure'.

Monitoring

- Leaders (Assessment/Inclusion/Phase/HT) meet with class teachers to hold pupil progress reviews at the end of each term, following the most recent assessment.

Reporting to Parents

- Open Evenings are held in September.
- Spring Term - parent/teacher consultations.
- Written progress reports are sent home in the Summer term.
- Termly IEP reviews (these replace parent consultations for children receiving additional support).
- Additional consultations as required.

Pupil Assessment

In Yr 1 - Yr 6 targets are set in Literacy and Maths. These targets are displayed in classrooms and are referred to by teachers during whole class teaching. Children are encouraged to review their progress and discuss how they will achieve their targets.

Infant/Junior/Secondary Links

- Transition Policies are available for Foundation Stage - Year 1 and Year 2 - Year 3.
- A Secondary transfer meeting is held in September and transition meetings take place in the Summer term.

Evaluation/Review of Assessment

Ongoing development and evaluation through staff meetings and INSET

Reviewed June 2015
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Louisa Pantelli (Assessment)