



St Joseph's Catholic Primary School

Assessment Statement

Agreed by the Governing Body on	SPRING 2016
Review Date	AUTUMN 2017
Review Schedule	ANNUALLY
Person(s) Responsible	HT, DHT

MISSION STATEMENT

In the St. Joseph's family, learning together through Jesus, we aim to develop to the fullest possible extent the whole person, socially, emotionally, creatively, academically, physically and spiritually.

LIFE AFTER 'LEVELS'

St Joseph's Catholic Primary School is committed to preserving our excellent practice in assessing children. From September 2014, the government removed 'levels' from the National Curriculum. We have developed a system with the following in mind:

- To be able to evaluate a child's progress across the former system of assessment and our new system i.e. make historic information about a child useful to us now and in the future;
- To give weight to the professional judgments made by teaching staff;
- To use a teacher's knowledge of a child's development over time to give us assessments in the most useful terms that they may best inform planning;
- To use summative assessments to support and not replace teachers' judgments;
- To continue to share expertise and ensure judgments are secure by moderating across the school and locally.

ATTAINMENT

The curriculum changed with effect from September 2014. In order to move away from the understanding of curriculum content linked to the former level system, we now need to assess without the language of levels.

The new national curriculum sets out a set of objectives in each subject and for each year group that a child is expected to achieve by the end of the academic year. If they meet all of these objectives by the end of the summer term, they will be deemed to have reached the expected standard for that year group.

As a school, we have decided upon four 'E's to judge each child's attainment. They are:

Embarking

Emerging

Expected

Exceeding

Our aim is that all children should meet 'Expected' by the end of the year. A small number of children in each year group may reach 'Exceeding' and, to extend their learning, they will be working at a greater depth within their year group's expectations rather than beginning on the objectives of the next year group. They will be challenged to use and apply their learning in a variety of situations and with increasing independence.

A key to the four 'E's is outlined below:

Exceeding – working at a greater depth within year group objectives

Expected – confidently meeting all end of year group objectives

Emerging – working towards meeting end of year group objectives consistently

Embarking – barely meeting current end of year group objectives

Using this system, we would expect that most children would be 'Embarking' or 'Emerging' in the autumn term, moving on to 'Emerging' or 'Expected' in spring and most children would reach 'Expected' in summer, with some working at 'Exceeding'.

ROBUST MODERATION

This new, broader assessment process means that moderation of children's work is more important than ever and the work in children's books is absolutely key to providing evidence of their attainment and progress.

- Our Literacy Consultant carries out regular 'work scrutinies' for Years 1-6 with our two Literacy Subject Leaders.
- Our Maths Consultant carries out regular 'work scrutinies' for Years 1-6 with our Maths Subject Leader.

A NOTE ON PROGRESS

As the curriculum content for both English and maths changed from September 2014, some progress irregularities can be expected. For example, the expectations of a child in Year 4 maths are significantly higher and the foundations for learning laid in the former Year 3 curriculum were not sufficient. They needed to make outstanding progress to reach these higher expectations but this may appear as average progress because their starting points did not provide real foundation for this new learning.

Through school reviews and self-evaluation systems and procedures such as monitoring of lesson planning, work scrutinies, pupil progress reviews, and lesson observations, progress judgments are made for each child and are measured as:

Insufficient progress

Good progress

Outstanding progress

TEACHERS REPORTING STANDARDS IN SUMMER 2016

Each term, teachers will report end of year attainment in the following ways:

- Completing class trackers for each subject (trackers will no longer refer to levels, rather the four 'E's. Areas will remain shaded grey to indicate age related end of year expectations);
- Uploading the point scores to the new MIS system, Arbor;
- Completing individual trackers for their class.

REPORTING TO PARENTS

Teachers will discuss each child's attainment and progress with parents/carers at Structured Conversations. The targets set and agreed at these meetings will reflect the individual needs of the child and the focus will be on how we can support them to reach at least 'Expected' by the end of the year.