

Assessment and Reporting

Assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

Curriculum

Teachers use the Expected Standards from the National Curriculum Of England And Wales to make judgements about student work. This will:

1. provide an expectation of the quality of learning students should typically demonstrate at a particular point in their schooling.
2. emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply knowledge expected of students in relation to age related expectations.
3. comprise a written description and illustrative student work samples e.g. workbooks, project folders, termly assessment test scores and end of year Records Of Achievement.
4. support formative and summative assessment practices.
5. provide a basis for consistency of assessment and reporting.

In Religious Education, teachers use the Hallam Diocese Catholic Religious Education Curriculum to teach and make judgements about student work.

Teachers use a variety of assessment tasks to gather information about student progress.

School Reporting

A record of pupil progress and achievement is available each term in the form of a progress tracker grid. Parents are invited to meet with the class teacher twice a year in term 1 and term 2 regarding their child's progress. Parents receive an end of year report in the form of their child's Record Of Achievement. This is a summative, written report of their child's academic achievements across all subjects. It also reports on attendance, effort and behavioural attitudes. Parents are very welcome and encouraged to consult with their child's teacher at other times too.

Government Regulated Reporting

Government regulated reporting comprises summative assessment in specific key learning areas. This means that it is an overall judgment of achievement for your child, based on government expectations for each key learning area.

FS2 Early Learning Goals

Y1 Phonics Screening

Y2 SATs – Reading, Writing, Spelling, Punctuation and Grammar and Mathematics.

Y4 Times Tables Check

Y6 Reading, Writing, Spelling, Punctuation and Grammar and Mathematics.

The school will also track and record data in relation to pupil progress and academic achievement in all other year groups and core subjects. There is no obligation from the DFE to publish this information other than that identified above. You can ask the school to provide you with information that clearly shows your child's achievement in the subjects studied in comparison to that of other children nationally in the child's age group at any time. This information will show you how well your child is achieving in relation to the nationally agreed age-related expectations for your child's age.

How We Assess

Foundation Stage: In Foundation Stage ongoing assessments are carried out through observation. Foundation staff are extremely skilled at noticing how young children learn and make notes across a huge range of different areas. Information gathered is compiled in a 'learning journey' and at the end of Foundation 2 children are assessed against 'The Early Learning Goals.' We have worked closely with a group of local schools, sharing good practice and working with each other to look at how we assess and measure progress. Staff work alongside other schools to make sure that our assessments are accurate. These are then moderated by the local authority in the Summer Term. We use an online system to record and track pupil progress which is updated each half term. We also use the Early Excellence scheme to make accurate assessment in line with baseline assessment when children join our school. Our FS2 children are also assessed regularly as part the Read Write Inc program.

FS2 Assessment:

1. Initial 'baseline' assessment

When a child is about to enter our school setting, the parents will provide essential care information about their child's current needs. It is obviously essential to formally record this information, but even more important to treat this as an opportunity to begin building a strong partnership with the parents. As the child's first teachers, they have unique information to share, based largely on their own summative (see below) assessment of the child's learning and progress to date.

2. Formative early years assessment

At St Joseph's, formative assessment is a live, emerging record of an individual child's development. It selectively draws upon evidence of the child's preferences, interests, abilities and more, in a way which allows for easy comparison with typical phases of child development. There is a good spread of sources which should, for example, include parents and other practitioners as a matter of course. Good quality informative evidence is the aim, with enough variety to form a rounded picture of progress and development.

Our formative assessment is always a 'work in progress' through which changes can be tracked over time, and which makes reference to many developmental 'milestones' along the way.

3. Summative assessment

Our school's summative assessment is a snapshot of one moment in a child's developmental journey which is recorded and stored. This is also the point at which some reference is made to external standards of progress and development.

The Foundation Stage Profile is carried out at the end of the school Reception year (when children are aged around 5) and is for use by the Year 1 teacher, as their initial assessment of the child on

entering Year 1. It is a “way of summarising each child’s development and learning at the end of the EYFS” (Standards and Testing Agency 2012: 6).

Year One: Reading and Writing is assessed via the Read Write Inc program.

Phonics - The Read Write Inc Year 1 Phonics Assessment focuses on the sounds children must know to meet the requirements of the Phonic Screening Check. It also checks their ability to read the same sounds in nonsense words (real words have been omitted). At St Joseph’s Year 1 class teachers use this assessment to check their pupils’ knowledge in November, February and April and they also conduct a phonics screening check in the spring term using past DFE materials.

. Please note: This assessment does not replace the half-termly assessments used to group the children to read the Storybooks. By completing this assessment, the class teacher will be able to identify:

- sounds that need teaching or reviewing in class time
- children who need more practice and/or one-to-one tutoring
- Speed Sound cards to send home for practice.

Writing is assessed weekly via a writing task relating directly to the text type being studied that week as part of ReadWrite Inc sessions. A portfolio of assessed writing is built up in the children’s individual ReadWrite Inc writing books and demonstrates progress against national expectations.

Reading is assessed regularly using ReadWrite Inc reading tasks. Assessment of children’s ability to blend phonemes for reading and to apply their phonic knowledge through reading decodable texts in 34 Modules and seven Anthologies which are precisely levelled to the pupils’ phonic ability. This is recorded in the children’s ReadWrite Inc books and via teacher observations. It demonstrates progress against national expectations. This is also supported by termly age appropriate PIRA test papers.

Mathematics is assessed using end of unit tasks via the Maths Mastery scheme which demonstrates progress against national expectations and a final age appropriate summative test for the end of Year One using Maths Mastery materials.

Year Two – Year Six: Writing is assessed weekly via a writing task relating directly to the text type being studied that week as part of Literacy sessions. A portfolio of assessed writing is built up in the children’s individual writing books that demonstrates progress against national expectations recorded on Rotherham LA progress grids. Teacher judgements are moderated across school and other local schools. At the end of the Summer Term, Year Two and Six judgements are moderated by the Local Authority as a quality assurance measure.

Spelling, punctuation and grammar is assessed continuously through regular analysis of weekly writing, grammar activities and spelling tests. At the end of each term the children sit an age appropriate test (Hodder SPaG tests or previous SATs test are used in Years Two and Six) which is used to measure progress against age related expectations.

Reading is assessed continuously through the term against age related National Curriculum key objectives. This informs weekly planning. At the end of each term the children sit age related tests

(In Years 3,4,5 Headstart Reading or previous SATs tests are used in Years Two and Six) This is used alongside pupil's workbooks and other independent work to gauge progress against the end of year national expectations in Year Two.

- Some children will still be accessing the Read Write Inc program in Year Two/Three. These children's Literacy skills will be assessed appropriately to their abilities.

Mathematics is assessed using end of unit tasks and end of year tests via the Maths Mastery scheme. These tests demonstrate progress in skills, knowledge and understanding against the end of year age related national expectations. At the end of the Autumn and Spring term (each half term in Year 6) the children sit age related tests (previous SATs tests are used in Years Two and Six) to gauge progress against the end of year national expectations in Year Two. In the Summer Term, children sit formal SATs tests in Year Two and Six. Year Four children sit a formal, online DFE Times Table check.