



Love God, Love each other, Love Learning

## **MISSION STATEMENT**

**Learning to Love, Loving to Learn**

Love God, Love Each Other, Love Learning

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed respected and cared for and where Love is at the heart of everything we do.

## **ASSESSMENT POLICY**

### **Rational:**

Children's progress is assessed throughout their time in school in order to determine their next steps in learning. The results are recorded on Target Tracker, which is used to analyse attainment and progress in order to identify where specific interventions are needed.

### **Day to day assessment:**

- Assessment for Learning strategies are the basis of most day to day assessments underpinned by secure knowledge of children's attainment and next steps.
- Pupils generate Success Criteria to support their learning and to help them to evaluate their progress towards the lesson objective.
- Teachers mark children's work in line with the schools Marking and Feedback Policy.
- Foundation Stage: Observations of learning and development are completed daily in the Foundation Stage and this information is used to complete the Foundation Stage Profile and Rochdale Early Years Tracker as well as informing planning and next steps. On entry to the Nursery and Reception Classes a Baseline Assessment of the children is made.
- Tapestry is used to record observations of pupil's learning alongside photographs.

### **Half Termly Assessment:**

- Little Wandle phonics assessments are carried out each half term and rapid catch up interventions are put in place.
- In science, Rising Stars assessments are completed at the end of each science topic and the outcomes used to inform Target Tracker
- Knowledge Organisers are used to assess progress across the foundation subjects. Each knowledge organiser includes a 'Top 10' of progressively challenging questions, which is used to assess pupils at the end of a sequence of learning. This information alongside high quality assessment for learning informs teacher's summative judgements.



Love God, Love each other, Love Learning

### **Termly Assessment**

- Each term, children complete an assessment in Religious Education which is kept in their RE Continuation Books, the judgements are moderated. RE Assessments are also moderated across the Emmaus Federation of schools.
- At least once each term, every class teacher meets with the Headteacher to review the progress and needs of children in their class. These are called 'Pupil Progress Meetings'
- Each term, the children in years 1 -6 complete a formal assessment in reading comprehension, GAPS and maths. These tests (PIRA / Power Maths) give each pupil a Reading Age and Standardised Score, which is then used to track progress.

### **Annual / Statutory Assessment**

- At the end of the Foundation Stage the children are assessed against the different areas of learning to determine whether they have achieved a 'Good Level of Development'.
- At the end of year one the children take the Phonics Screen check to see whether they have achieved the required standard.
- At the end of year 2 the children complete the Statutory Assessment Tests in Reading, SPAG and Maths and are awarded a teacher assessment in Writing.
- In year 4 pupils complete the Statutory Times Tables Test.
- At the end of year 6 the children complete the Statutory Assessment Tests in Reading, Spelling Grammar and Punctuation and Maths and are awarded a teacher assessment in Writing.

### **Reporting**

- A short report to parents is provided in the autumn and spring Terms, which informs parents of their child's progress in Literacy and Maths as well as giving the next steps in their child's learning.
- A longer more detailed report is sent home in July.
- For pupils at the end of key stages 1 and 2, additional information, including the outcomes of statutory assessments are included.
- Parents / Carers are encouraged to make appointments to attend meetings in autumn and spring terms.
- Parents are welcome to make an appointment to speak to their child's class teacher at any stage in the year.
- The Headteacher's report provides detailed information on the progress of pupils to the Governing Board.
- In the EYFS, parents have open access to pupil's learning journeys through the Tapestry app and can view their child's setting and work during Welcome Wednesdays when parents are welcomed into the setting.
- EYFS parents are invited on a termly basis to attend a Focus Child Meeting to discuss the progress their child is making, share information and to set targets for the term ahead.
- As part of our 'In the Moment' approach to teaching in the EYFS, each half term pupils every child has a turn at being a 'focus child' for the week.