



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
BS7 8HP**

**ASSESSMENT, RECORDING AND REPORTING
POLICY**

Policy Owner	Headteacher
Governing Body Committee	Standards
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This policy is available at:

<http://www.st-bonaventures.bristol.sch.uk/web/policies/270975>

Vision statement

At St. Bonaventure's Catholic Primary school, we strive to be the best we can; guided by the light of Christ. Our children have open hearts and minds, a sense of awe and wonder and a love for each other, themselves and God.

Intent

We believe that effective assessment provides information to improve teaching and learning and provision for all pupils.

Assessment should:

- Be both formative and summative
- Be meaningful and manageable
- Involve children in their learning
- Identify learning difficulties early/quickly and give appropriate help
- Ensure continuity and progression
- Fulfil all statutory requirements

At St Bonaventure's Catholic Primary School, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil progress and outcomes. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Strategies adopted for formative assessment may include:

- Quality questioning
- Marking
- Feedback relating to the learning objective
- Self and peer assessment
- Planning
- Book scrutiny

Formative assessments have a direct impact on teachers' weekly planning, use of resources and interventions. They help identify where a pupil is on their learning journey.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage.

Strategies adopted for summative assessment may include:

- Pre and post learning tasks/assessments
- Weekly tests – this could be in areas such as spellings or multiplication facts
- End of unit assessments
- Tri-annual assessment of reading, writing, spelling, punctuation and grammar (SPAG) and maths using a commercial test
- EYFS Baseline and end of year GLDs
- End of Key Stage Statutory Tests for Year 2 and 6

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Implementation

At St Bonaventure's Catholic Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil classes and cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a teaching sequence or unit of work and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or concept taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil classes and cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

Impact

Formative and summative assessments inform teacher judgements about pupils' attainment. At St. Bonaventure's Catholic Primary School, we use the 'SIMS' information system to record these judgments three times a year. Alongside the class teacher, senior leaders and core subject leaders track and monitor the progress of pupils throughout the year.

Reporting to parents

Class teachers report assessment data to parents through parent consultation meetings and the end of year annual report.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Monitoring

This policy will be reviewed **annually** by **the Standards Committee**. At every review, the policy will be shared with the full governing board.

All teaching staff are expected to read and follow this policy. The head teacher is responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through:

- pupil progress meetings
- year group moderation
- moderation with other local primary schools
- lesson observations
- book scrutinies
- pupil conferencing

Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Early Years Foundation Stage policy