



## St Mary's Catholic Primary

### Assessment Policy

**Person Responsible:** Mr J. Sims & Miss C. Phipps

**Date:** September 2017

**Review Date:** Autumn 2018

**Compiled by the staff**

**Approved by the Governors:**

#### Introduction

This policy is linked to the Mission Statement of the school, which states:

*"We aim to provide for our pupils the best possible quality of education, guided by the teachings of Christ and his church."*

#### Rationale

Effective assessment is essential to quality teaching and learning.

#### **Assessment of Learning**

Assessment of learning is any assessment which summarises where learners are at a given point in time - it provides a snapshot of what has been learned (in terms of both attainment and achievement.)

#### **Assessment as Learning**

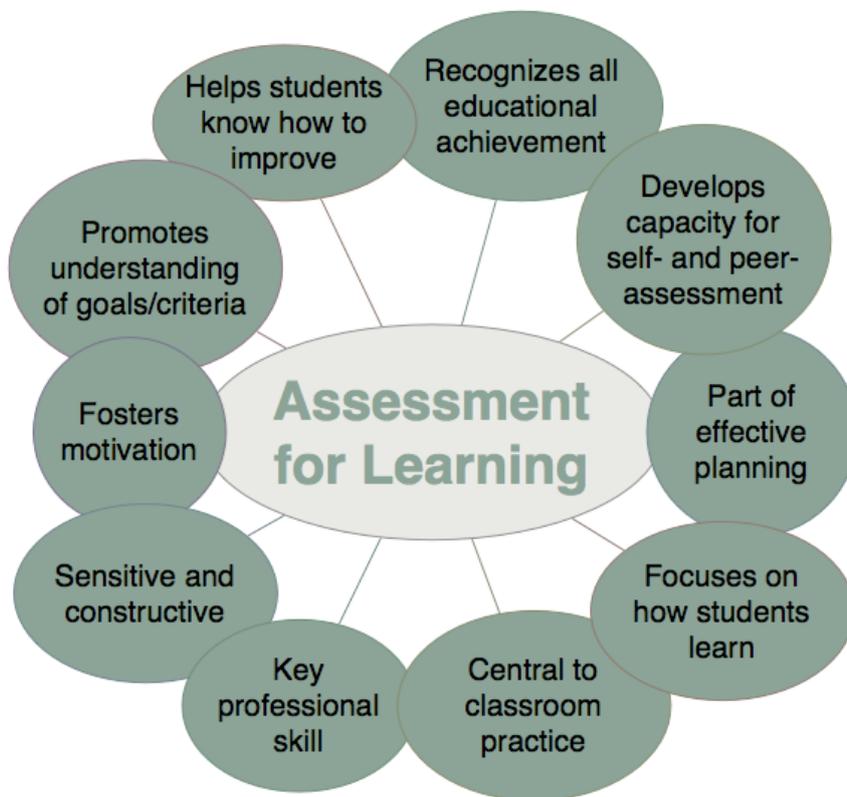
"Students as active, engaged and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved. This is the regulatory process in metacognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustment, adaptations and even major changes in what they understand. Assessment as learning is the

ultimate goal, where students are their own best assessors." (Lorna Earl, *Using Classroom Assessment to Maximise Student Learning*, 2003)

### Assessment for Learning

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

(Primary Framework, 2007)



Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parents' evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

### Aims

The purpose of assessment in our school is to provide information:

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the Headteacher and Assessment Leaders with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

### Responsibilities

#### **Headteacher**

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To ensure that statutory requirements are met.
- To monitor and evaluate the policy in practice.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

### **Assistant Headteachers/Assessment Leaders**

- To review and update the policy.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To manage the whole school data systems.
- To collate and analyse assessment data using Target Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To inform and support the Governing Body by leading termly data analysis meetings.
- To utilise assessment information to raise standards.
- To schedule pupil progress meetings on a termly basis for teachers and senior leaders.
- To lead pupil progress meetings.
- To keep up to date and inform staff on latest information and requirements.

### **Key Stage Leaders**

- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

### **Subject Leaders**

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

### **Class Teachers**

- Identify learning objectives to be assessed on medium term plans.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto Target Tracker.
- To prepare for Pupil Progress meetings.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Individual Education Plans (I.E.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

### **Principles**

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.

- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

## Process



## On-going Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

- Informing pupils of the learning intentions of the lesson and encouraging the pupils to help establish the success criteria in their lessons.
- Questioning throughout the lesson in order to judge pupil understanding
- Observations.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self- assessment.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focused marking using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

## Summative Assessments

- Assessments are carried out using Development Matters in EYFS. Data is entered into Target Tracker on entry into FS1 and FS2 and then on a termly basis.
- Pupils in Yr.1 are tested in phonics. If they have not reached the required standard they are retested in Yr.2
- Pupils in Years 2 and 6 have SATS tests.

- Assessment data is reported annually to the Local Authority/DFE at the end of; Reception, Year 1 (Phonics Screening Test), Year 2 and Year 6.

### **Data Analysis**

The Assessment Leaders utilise the assessment data on Target Tracker and input from the class teacher to carry out an analysis of the data each half term. This information is utilised to inform:

- Pupil Progress meeting discussions
- School Self Evaluation
- Termly Headteacher report to Governors
- Termly data report to the Learning and Achievement Committee of Governors
- School Improvement Plan

### **Pupil Progress Meetings**

These are held on a half termly basis and are attended by the Year Group teachers and a member of the SLT. The focus of the pupil progress meetings is:

- to discuss attainment and progress generally within the class using the data report to provide context and any additional information gained from the data analysis
- reflect on impact of interventions and change the nature of interventions if necessary
- focus on attainment and progress of Pupil Premium and SEN pupils
- set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

### **End of Year Assessments**

- A summative assessment is made at the end of each year in English, Mathematics and Science and the Parent reports indicate how well each pupil is attaining compared to the expected level:
- Each child is also given an assessment standard in the Foundation Stage subjects at the end of each year and this is entered into Target Tracker

### **Marking and Feedback**

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

### **Recording**

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on the EYFS and Primary Target Tracker systems.

## **Assessment Moderation**

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency and against the standards materials.

## **Monitoring and evaluation**

- The Head teacher and Assessment Leaders will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

## **Reporting to Parents**

Reports to parents are given verbally at parents' evenings twice a year. A written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

## **S.E.N.**

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

### **Transition and Transfer**

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the Secondary school at the end of Year 6
- When children move schools, information is sent to the new school.
- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the Secondary school at the end of Year 6
- When children move schools, information is sent to the new school.

### **Equal Opportunities**

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.