

Assessment Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

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1. Policy 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

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment is the process of gathering evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an important part of effective classroom practice. Teachers use a wide variety of practices and techniques when assessing children's work in order to support their learning.

The key purpose of assessment is to **move children on in their learning**. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that teachers know what has

been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and inform future planning.

Assessment at St Lawrence School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self reflective context and encourages the involvement of all staff, pupils and parents. The more children are actively involved in the assessment of their own work, the greater the quality and effectiveness of their learning.

Two distinct approaches to assessment

Summative Assessment

This is Assessment OF Learning.

It is used mainly to measure performance and clearly identifies a standard of pupil attainment.

It is carried out at the end of a period of learning. Examples:

- External Examinations SAT
- End of Topic/Unit Tests
- Standardised Tests (such as reading, spelling and maths)

It focuses on measuring current performance - how successful a learner has been.

Formative Assessment

This is Assessment FOR Learning. It simply refers to any process by which pupils are made aware of how they can make progress.

It supports learning through identifying difficulties, diagnosing future learning priorities and is shared with children through feedback activities.

Examples:

- Feedback
- Questioning
- Talk partners
- Peer and self-assessment
- Child self-reflection
- Use of models to show children the expected standard
- Use of Learning Intentions and Success Criteria

Teachers gather information about the children's learning in and after the learning to understand where the children are and to inform what is next in the learning sequence for the children-individually and as a group.

4. Assessment approaches

At St Lawrence School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

4.1 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.
- **Subject Coordinators** to monitor the effective delivery of their subjects and support teachers in adapting planning and teaching as required.
- **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

We strive to teach the children the importance of learning and the processes to enable them to become independent learners and empowered to be owners of their learning

Therefore we start by ensuring the children know what they are going to learn and why. We explicitly share details of the learning with children so they know:

- How they can recognise their achievement (learning intentions and outcomes)
- What good looks like (success criteria, modelling, 'working walls')
- Why they are learning (the purpose or 'Big Picture')

During the learning sequence, teachers continually engage the children in activities that will inform them where children are so they can then adapt their teaching in response. Classroom dialogue is key; children need to be able to articulate their understanding of the learning and to be involved in the process of the feedback to help move their learning forward. Teachers use tools such as marking grids and next step marking to inform pupils of areas to develop and success achieved. Feedback to children focuses on two important issues: what they are doing well and how they can improve their work. Pupils are given opportunities within lessons to reflect and act upon comments given.

For this to be effective we aim to provide the children with:

- A learning climate where they feel safe to take risks; to feel self-belief; to know how to learn; to understand the high expectations of their teachers and a genuine sense that teachers believe in them to succeed.
- Clear learning intentions and success criteria.
- Talk partners and classroom discussion.
- The tools to give self and peer feedback.

The classroom becomes a learning environment which encourages everyone to improve and help each other to improve. Children are comfortable accepting feedback from each other, sharing their responses and understand how to provide helpful and constructive feedback. The classroom develops as a place of learning for all.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders and Subject Coordinators** to monitor the performance of pupil 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 unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work 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

Summary of Assessment at St Lawrence Catholic Primary School

<u>Daily</u>	• Teacher observation of children's learning • Teacher discussion with children about their learning • Teachers' review of children's learning • Children assess their own work (or work of others) against the success criteria and the learning objective of the lesson as well as against the models in the classroom.
<u>Weekly</u>	• Teachers give feedback during the lesson or at the start of the following lesson and allow children to respond to this feedback • Teachers look through children's books in order to establish levels of understanding and determine next steps. This ensures that new plans are made that meet the needs of all the children in the group in following lessons.
<u>Termly</u>	• End of topic assessments are completed and moderated. • Writing examples moderated across year groups both internally and externally (HCPP and LEA) • PIRA NTS (Reading) and PUMA NTS (Maths) standardised tests completed for Years 1, 2, 3,4,5 and for Reception in the Summer Term. These are reported onto the MARK system which provides standardised individual, group and class reports in comparison to the National average and indicates reading and maths ages in comparison to chronological age. • Past SAT papers completed by Year 6 in Reading and Maths and Grammar and GAPs analysis completed. • Foundation Stage Baseline completed and analysed, leaps measured in Spring and Summer Terms. • Pupil Asset used by all year groups to record and monitor achievement and progress in English, Maths and RE. • Results are analysed by teachers to make sure all children are making the expected progress. • Pupil Progress and Attainment grids for English, Maths and RE completed by class teachers for each year group. • Pupil Progress and Attainment Meetings held to discuss grids and identify any areas that need addressing, target individual pupils and to prioritise interventions and support. • SEN One page profiles completed and reviewed and shared with pupils and parents.
<u>Yearly</u>	• FOUNDATION STAGE BASELINE ASSESSMENTS/ANALYSIS • EYS PROFILE – Assessments in all areas • SATS All children in year 6 undertake formal assessments in Reading, Writing and Maths. • PHONICS SCREENING All children in year 1 undertake a phonics screening check, one to one with their teacher. Parents are informed if their child meets the threshold and if further support is needed in year 2. Those children repeat the screening in year 2, one to one with their class teacher. • MULTIPLICATION CHECK All pupils in year 4 undertake the multiplication check online.

Parents are informed if child has met threshold and if further support is needed in year 5.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders and Subject Coordinators** to monitor the performance of pupil 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 2 (year 6)
- Multiplication Check in Year 4

5. Collecting and using data

Data collected by assessments will be recorded and stored on Pupil Asset and in the school Assessment Folder on School drive. This information will be used by Class teachers, Support staff, Subject Coordinators and the Senior Leadership Team to identify needs, highlight specific areas for development, track individual pupil progress and attainment and ensure support and interventions are used most effectively.

The amount of data collected is monitored and adapted if necessary to ensure teacher workload is considered and that attainment and progress data collections are proportionate, represent an efficient use of school resources, and are sustainable for staff.

6. Reporting to Parents

Assessment data will be reported to Parents through Parent Evenings, Target letters and an Annual Individual report.

Parent Evenings take place in the Autumn and Spring terms, consisting of individual parent appointments with teachers to discuss pupil progress and attainment. An individual target letter will be shared with parents indicating the pupils present and expected end of year progress and attainment in English and Maths with Targets for English, Maths and Religious Education.

Annual Reports will be given in the Summer term for each pupil. These will include details of achievements in all subjects, highlighting strengths and areas for development and comments on progress. They will report pupil attendance and punctuality and the results of any relevant nationally standardised summative assessments. Parents will be offered the opportunity to discuss the report with the Class teacher.

7. 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. The types of assessments used may be adapted to the needs of individual pupils with SEN pupils if required.

8. Training

Staff will be kept up to date with developments in assessment through both in house and external CPD as appropriate.

Termly staff Inset will be dedicated to Assessment and Moderation to develop and improve staff practice and knowledge.

Links with other schools will be used to develop staff knowledge through moderation and assessing of a varied example of pupil work.

An allocated CPD budget will be directed to Assessment to ensure staff have access to continuing professional development on assessment and will be kept up to date with developments in assessment practice.

9. Roles and responsibilities

9.1 The governing board

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Other staff

Teachers and support staff are responsible for following the assessment procedures outlined in this policy

10. Monitoring arrangements

This policy will be reviewed regularly by the Assessment coordinator and the Governors Curriculum Committee. The policy will be shared with the Governing board.

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

The Assessment Coordinator will monitor the effectiveness of assessment practices across the school, through: Moderation, lesson observations, book scrutinies, pupil progress meetings, monitoring of Pupil Asset and MARK systems.

11. Links with other policies

This assessment policy is linked to:

- Curriculum Policies
- Marking and Feedback Policy
- Early Years Foundation Stage Procedures
- Parent Target Letter Guidance
- End of Year Pupil Annual Report Format
- Assessment and Planning Procedures and Expectations