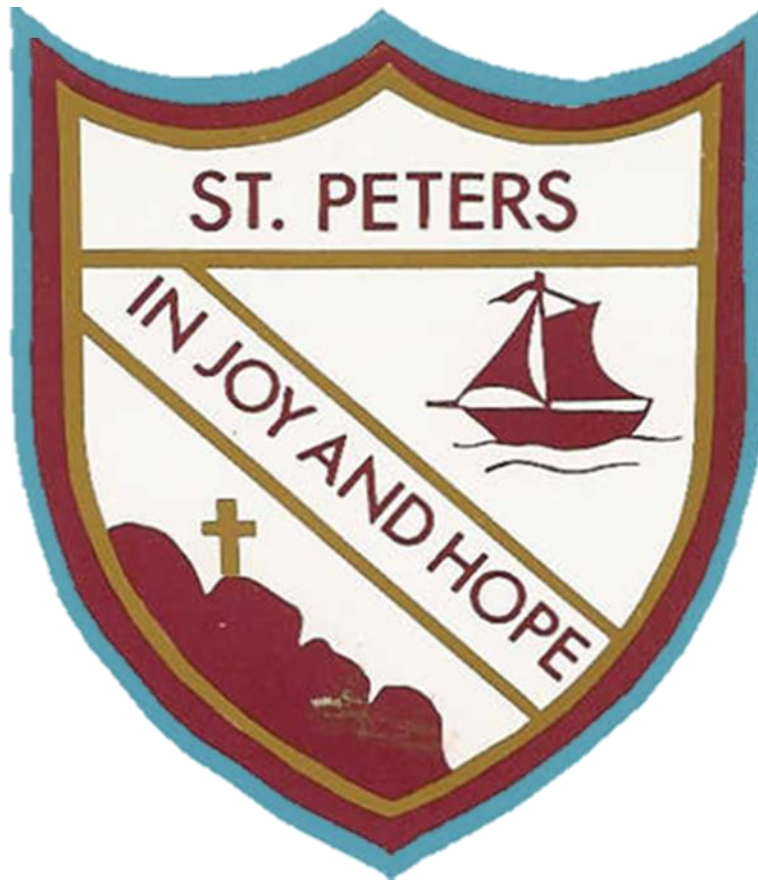


St Peter's Catholic Primary School



Assessment Policy

Agreed Governors _____

Chair of Governors _____

Our Philosophy of Assessment

Assessment is integral to high quality teaching and learning. At St Peter's Catholic Primary School we endeavour to support all pupils to make better than expected progress and to raise their confidence and self-esteem. We see assessment as central to this. This includes: Teacher Marking work and feedback, Observations and Group Work, Formal Summative Assessments (Including National Tests) Weekly Tests (Spellings, Running Records, Mental Maths etc.)

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback Policy.

This policy in line with recommendations from the DfE report from the Commission on Assessment without Levels.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Our Underpinning Principles for assessment.

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning;
- d. school leaders and governors in planning and allocating resources;
- e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

All assessment should

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do

- include reliable judgements about how learners are performing, related, where
- appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and
- how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-
- school, class and individual pupil levels
- enable parents to be involved in their child's progress (some of this – if not all – is listed below)

Primary Purpose of day-to-day in school formative assessment

The purpose of formative assessment in St Peter's Catholic Primary School is to measure pupil's knowledge and understanding against learning objectives and wider outcomes; it identifies pupil's strengths and weaknesses; it helps staff to understand pupil performance on a continuing basis and to provide appropriate support or extension; thus trying to ensure each child achieves his/her full potential.

Primary Purpose of in school summative assessment

The Purpose of summative assessment in St Peter's Catholic Primary School is to measure pupil's progress and achievement over time. This information is used both to provide feedback and further targets to pupils, to evaluate the performance of teachers and to report pupil performance to parents and outside agencies.

Primary Purpose of nationally standardised summative assessment

The purpose of nationally standardised summative assessment is to provide information on how pupils are performing in comparison to pupils nationally. It enables school to benchmark performance and understand national expectations.

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity.

Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the Headteacher and Deputy Headteacher. Further analysis is undertaken during Pupil Progress Meetings held at least termly with all class teachers to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All pupils have Personal Progression Continuum trackers in either the back of their work books or in a learning/assessment journal. Progression Continuum's show attainment towards expected standards in reading writing and maths. These are completed on a regular basis by staff and used to inform the planning of next steps. Marking of work, discussions and observations inform the ongoing assessments of pupils. Teacher assessments are moderated in a range of ways with peers, at cluster meetings, with Senior leaders and periodically by the Local Authority. At the end of each year, during transition week, teachers share this information with receiving teachers to ensure effective transition.

Methods of assessment

Progression Continuum

All teachers will use our in house assessment system, the Progression Continuum in conjunction with Target Tracker to assess, monitor and track all primary pupils.

Within the foundation stage, all teachers use the Early Years Foundation Stage Profile in conjunction with Target Tracker to assess, monitor and track ages and stages of development.

The terminology that we use to describe the attainment of pupils across the primary phase is consistent and clear. Each year band is broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+)

The three broader sections may be thought of in these terms

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band in which still to gain full confidence.

Working Within – Pupil learning is fully focussed on the criteria for the band. Up to around 70% of the statements are confidently achieved.

Secure – Confidence in all key performance indicators and the majority of other criteria for the band. There may be pupil learning still focussed in gaining mastery in some minimal elements but the broad expectations for the band have been met.

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. This has enabled us to personalise the curriculum, to maximise pupil learning. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.

Special Educational Needs and Disability

Pupils identified on the Special Educational Needs and Disability register are assessed in line with other pupils using the Progression Continuum, and a range of multi-disciplinary assessment.

Assessment with the Early Years

Evidence is collected through observation and discussion and these are recorded in pupils learning journeys. Photographic evidence is also collected with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Stickers are placed in learning journeys to show where pupils have achieved different objectives. Our Early Years Leader analyses this data termly and presents this to Senior Leaders and Governors. During pupil progress meetings, staff within the EYFS are allocated intervention target groups in order to accelerate progress. Data, measured in Early Years Goals, is provided to parents and carers throughout the academic year.

Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessments are carried out prior to each half term holiday. These are tracked on a separate tracking system in school and are used to inform teacher assessments. Teacher assessments are entered on to the schools tracking system and progress maps created to show attainment and progress against targets. This data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress. Achievement targets for pupils are set at the start of each year and discussed during Pupil Progress Meeting throughout the year. These targets are linked to performance management systems. The data analysis informs the School Improvement Plan and School Evaluation Form documentation and drives forward staff training and support packages within school. National Standardised Assessment Tests, SATs are carried out at the end of Year 2 and 6. Phonic Screening is undertaken in Year 1 and in Year 2 as appropriate. *Weekly maths tests assess children's progress of mental recall within all concepts.*

Assessment within Curriculum Subject Areas

A range of assessments are undertaken within the Foundation Curriculum at St Peter's. This includes ongoing formative assessment and end of unit tests. Progression and achievement in meeting age related expectation is tracked using Target Tracker.

Additional assessments

Various tests are used to investigate children's spelling and reading ages and abilities. NFER and Non-verbal reasoning tests can be used to check for imbalance between ability and achievement – often indicating learning difficulties. Intervention Teaching is also monitored, with value being measure by assessing children before and after the intervention has been delivered.

Roles and Responsibilities

Governors: Monitor and benchmark whole school performance with support of Headteacher and Deputy Headteacher

Headteacher & Senior Leaders: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff and Higher Level Teaching Assistants: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils. They provide informal feedback to children when working with them.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Reporting to Parents

We will continue to report termly to parents via reports and through discussions at parent meetings in the Autumn and Spring terms.