Assessment Policy

St. Mary's RC Primary School

Mission Statement

We live learn and grow together with Jesus through:

- Showing love to all
- Encouraging friendship to include everybody
- Acting with honesty through prayer
- Being thankful for all God's gifts
- Remaining respectful through our actions
- Forgiving someone when they are sorry
- Displaying patience by being calm and caring
- Demonstrating compassion to everyone in God's family
- Leading in service by supporting our school community

Written by: Lucinda Lomberg
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Policy will be reviewed: Annually

Rationale

The purpose of this policy is to support school improvement and the raising of standards in achievement and attainment for all our pupils.

This policy intends to:

- Make clear of vision of assessment as part of teaching and learning in St Mary's RC Primary School.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment.

Fundamental Principles of Assessment 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 judgments 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 recognizing 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.

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Senior Leadership Team. These outcomes will be shared with Parents at Parents' Evenings and in the pupil's annual report.

The Assessment Coordinator is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse performance of individuals and groups, then to set individual pupil progress targets in English and Mathematics. This is done each half term. Assessments for all other subjects are carried out termly and results placed on the tracker. RE is assessed at the end of each topic as is Science.
- Summative assessment tasks are planned in each term and that the data is collated centrally.
- All staff are familiar with current Assessment Policy and Practice.

The Headteacher is responsible for:

- Monitoring standards in core subjects.

- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Coordinator are jointly responsible for:

- Holding teachers to account for the progress of individual pupils towards their end of year targets at termly pupil progress meetings.

The Subject Leaders are responsible for:

- Ensuring all staff are familiar with the Assessment Policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

Senior leaders will take overall responsibility for ensuring the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 assessments are moderated every three years by the LA; Year 6 writing assessment will be moderated three times a year internally and in conjunction with our Partner Primary schools in the local cluster and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Assessing the National Curriculum

We have agreed to use teacher judgement supported by our chosen, whole school testing tools to assess children's attainment against the National Curriculum in individual subjects. The results of these are recorded on a tracker using the terms Working Towards, Expected and Greater Depth Standard in all subjects. Our tracker system can also identify the progress of individual pupils and groups against each National Curriculum subject.

Appendix 1

Summative Assessment

Strategy	Purpose
Government Assessments: Pupils are assessed at the end of Key Stage 1 and Key Stage 2 (statutory). Pupils in Reception are assessed initially with the Reception baseline and our own school baseline then throughout the year using the assessment strands in the guidance materials for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands. Phonics is also assessed through a screening programme in Year 1 and repeated in Year 2 if the standard is not met. Times tables are assessed through a screening in Year 4.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.
National Non-Statutory Tests: Commercially produced tests (NFER) and White Rose Mathematics Termly Tests. Externally produced tests, purchased by schools, to be voluntarily administered. Year 6 also conduct practice SATS papers throughout the year.	To provide an opportunity for schools to keep track of pupil's progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use NFER tests in English and White Rose for Mathematics.
Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment stands in the guidance for Development Matters.	To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Mid-Year Teacher Assessments: Teacher assessments for all subjects on a termly basis recorded on the school tracker	Schools use these to make the End of Key Stage assessment easier and to monitor progress during the year.
End of year Teacher Assessments: Teacher assessments are made for pupils in all year groups. KLIP descriptors, White Rose and NFER outcomes are used to inform teacher assessments in Reading, Writing and Mathematics. Year Group	To provide information to parents and to the next year's teaching team.

Expectations from the National Curriculum are used to inform teacher assessments.	

Formative assessment/ Assessment for Learning

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and may contain notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information- the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing; can be oral or written – see Marking and Feedback policy.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time in English and Mathematics. Whole class targets are displayed on working walls.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem, thus enabling pupils to achieve academic success more readily.