

In our school every day we learn, love and pray.

St Edmund's RC Primary School

Assessment Policy

"A learning community, celebrating Christ in all, building a kingdom of love, hope and joy."

As a Catholic school we recognise in everyone the dignity and beauty of the person, made in the image of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God and we are called to love and value everyone

'Assessment should always improve learning not prove learning'.

Rationale

Assessment is at the heart of children's learning and our teaching. This helps us build up a picture of a child's progress and achievement and also to identify their next steps in learning. Assessment is incorporated systematically into teaching strategies in order to promote progress for all individuals, groups and cohorts. At St Edmund's, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Our Principles for Assessment

- learning is the main activity, assessment supports future learning
- learners need to be actively involved in the assessment of their work
- learners should be confident at self and peer assessment
- learners should understand, and be confident about, what to do to improve via verbal feedback or Next Steps given by the teacher
- learners must be clear about their learning, what success in their learning will look like and what is expected of them
- assessment will take a range of forms including self and peer assessment as well as assessment by staff
- teachers' professional judgement, based on knowledge of a learner, will be an important part of assessment
- "how often" as well as "how well" based on breadth, challenge and application will be fundamental to assessment
- progression in learning requires moderation through dialogue with teachers and other professionals to develop a shared understanding of standards
- high quality feedback has been proven to be the most influential factor in taking children's learning forward. It is essential for learners to have time to reflect on their learning and to know what to do to improve
- positive, constructive feedback will inspire greater effort and a belief that, through hard work and practice, more can be achieved
- assessment draws on a range of evidence that will provide a complete picture of a child's achievement but will also be manageable and proportionate
- our assessment system will provide information to parents about how their child is performing and what their child's next steps in learning are
- our assessment system also includes summative assessments where we assign a mark to children's learning at a particular point in time e.g. reading ages, end of year assessments
- assessment judgements are moderated by colleagues in school and in other schools to make sure our assessments are fair, reliable, valid and consistent.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teacher's planning, strategies and use of resources and to plan interventions
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through formative assessment we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- following day-to-day assessments record and report progress to parents via Target Cards, providing parents with a broad picture of their child's learning. We believe that sending the Target Cards home fortnightly will clearly reinforce the partnership between parents and schools in supporting children's education.

A range of day-to-day in-school formative assessments will be used including, for example:

- Verbal feedback and live discussions
- reference to targets on Target Cards for Reading, Writing, Science and Maths
- making use of rich question and answers
- marking of pupils' work, particularly using green, highlighting areas of success and Next Steps, where applicable and as needed, identifying development/improvement areas
- observational assessments
- regular short re-cap quizzes
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment e.g. purple pen of power, self-marking against agreed success-criteria
- peer marking
- pupil conferencing
- observation of practical work or performance
- star sentences in Maths as a means of self-assessment for Key Stage 2 pupils

Summative

In-school summative assessments will be used to monitor and support children's performance. They

will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- End of year NFER tests for Years 3, 4 & 5 in Reading and Maths
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Monitoring of children's progress with Headteacher three times a year during Pupil Progress meetings with class teachers using data being recorded on bespoke OPT markbooks to show attainment and progress against year group expectations as 'emerging', 'expected', 'exceeding' or 'mastery'
- For those pupils meeting the exceeding standard, work will be provided at a more challenging level within the year group criteria.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
- Whole school moderation and standardisation is undertaken termly for maths, science, RE and writing. The school is subject to external moderation at any time.
- Regular moderation with schools in the local area and across Abingdon Partnership plus RE moderation across the diocesan schools.

National standardised summative assessment

National standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. National standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

At key points through primary school, children are assessed against national expectations. These are:

- A Baseline Assessment at the start of Reception
- End of Early Years Foundation Stage
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of Year 4 (Multiplication Tables Check)
- End of KS2 (Year 6 SATs)

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- End of year NFER tests for Year 3, 4 & 5 in Reading and Maths

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups include:

- Pupil Premium
- Special Educational Needs and Disability (SEND)
- English as an Additional Language (EAL)
- Achieved Good Level of Development in line with national expectations at the end of Foundation Stage
- Prior Attainment Groups

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet the different needs of individuals and groups.

Assessment for Learning

Assessment for Learning is pivotal and underpins St Edmund's approach to teaching and learning. Staff use learning objectives, success criteria, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their Next Steps in learning.

Marking is carried out in line with the Marking Policy and will identify successes and areas for improvements. Time is given for the children to respond to their Next Steps which are used to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps.

In addition, teachers use other means by which to assess pupils for example: through partner or group work, talking partners, lolly sticks, observations, listening to pupil's discussion, questioning etc.

SEND

Pupils identified on the SEND register are assessed in line with other pupils using P scale information or the year group criteria which is applicable to their needs. Progress is tracked and reviewed at Pupil Progress Meetings and targets are set and reviewed termly through the Pupil Profile meetings.

Roles and Responsibilities

Responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the leadership team, overseen by the Governing Body.

- The Governing Body- and the Teaching & Learning committee in particular, monitor the school's progress data with support from the Headteacher
- The Headteacher- moderates assessment and provides data analysis reports to staff and Governors. The Headteacher holds teachers to account for pupil progress using Pupil Progress Meetings and Performance Management to ensure excellent student outcomes.
- Subject Leaders- particularly English, Maths and Science Leaders, monitor and moderate

assessments within their curriculum area. They source methods and materials for assessment and where appropriate provide support and guidance to other members of staff.

- Teachers- Regularly assess pupils and provide feedback. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for pupils and parents as well as the Headteacher. They update OPT mark books three times a year in preparation for Pupil Progress Meetings.
- Teaching Assistants—provide feedback to teachers on the progress and attainment of pupils they work with
- Parents and Carers- support children at home with homework
- Pupils- complete work to the highest standards in order to make good progress in school

Communication with Parents

Children's attainment and progress is discussed at Parents Evenings which take place twice during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of Year Reports

At the end of the academic year we prepare a report on each child's progress using all of the assessment information gathered over the year. The new end of year expectations for a year group are used and assessment of progress is split into the categories:

Emerging — Yet to be secure in end of year expectations.

Expected — Secure in the majority of end of year expectations.

Exceeding — Secure in all the end of year expectations and able to use and apply their knowledge and skills confidently.

Early Years Assessment

Within six weeks of the child starting in Early Years they will be given a 'baseline' assessment. On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS seventeen areas of learning.

Expected Standards for Early Years are:

Nursery

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Reception

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment in Early Years

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children

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and regular observations are shared with parents via Tapestry. Data is recorded using OPT mark books on Integris.

Parents

Parents are included in their child's Learning Journey and are able to view their child's learning on Tapestry at any time. We have two formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Headteacher, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governor's Teaching & Learning Committee.

Policy written **January 2016**

Reviewed **May 2018**

Reviewed **November 2020**

Next Review **November 2022**