

# Assessment policy

## Saint Aidan's Catholic Primary



*"Living and Growing in Christ"*

Approved by:

Date: [Date]

Last reviewed on:

Next review due by:

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### 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- To gather systematically, record and review evidence of pupil attainment in relation to National Curriculum Levels and the statutory attainment targets as well as the RE directory.
- 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
- To track individuals and cohorts throughout and between schools to monitor their achievements and set targets in order to raise the level of progress.
- Analyse school results and tracking systems, both within school and nationally in order to raise the level of achievement.
- To provide information for the school's strategic planning – SIP to ensure that assessment, recording and analysis is an integral part of the school's performance management system

### 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](#).

This policy complies with our funding agreement and articles of association.

### 3. Principles of assessment

- **every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;

- **every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- **our school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- **every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

## 4. Assessment approaches

Staff at Saint Aidan's have worked together to develop an assessment system that takes into account the criteria of the National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. Assessment is seen as an integral part of teaching and learning, and it is inextricably linked to our curriculum. It consists of mainly formative strategies and a range recording methods, as detailed below.

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
- **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

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

At Saint Aidan's the most frequent form of formative assessment is the day to day marking in pupil's books. This marking can include 'Next Steps' which the children have to respond to and move their own learning on. In addition to this, the pupils, on occasion, do peer assessment having a look at good and areas to improve in another pupil's writing. They are also encouraged to reflect on their own work and self-assess against success criteria and targets set.

### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** 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

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on the subject. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

At Saint Aidan's this data is stored on a central system and is used during pupil progress meetings with senior members of staff to see what interventions need to be put in to close any gaps or how effective other interventions have been. At each meeting the previous set of data is compared to the new data to see where progress has been made or where it may have slowed.

Reading, writing, maths and grammar are tested termly. NFER tests are used for reading, maths and grammar as these give an age related score as well as a standardised score and they link very closely with the end of KS2 expectations. We use assessment from 'no more marking' to help to moderate our writing internally, with the local schools and nationally giving us a better way of standardising our results.

### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** 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 1 (year 2) and Key Stage 2 (year 6)

## 5. Collecting and using data

### Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

In addition to this the Reception Team now complete a Baseline Assessment as soon as the children enter Reception. The Baseline being used is from NFER and the results are shared with parents at the first parent's consultation.

### Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are included within the Year 1 end of term report.

## **SATS**

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve 'age related' at the end of both Year 2 and Year 6. Pupils may also be 'worked at greater depth' within the age related which means a greater level of understanding.

The data from all of these test is also shared with the governing body.

## **6. Reporting to parents**

### **Parents consultations**

Parent consultation evenings take place in the autumn and spring terms for children in Reception through to Year 6. Parents are given termly targets, which the children are aware of, for maths, reading and writing.

### **Reports to parents**

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Brief details of achievements in all subjects are provided and activities which form part of the school curriculum. Within these areas strengths and areas for development are highlighted.

In addition to comments on the subject areas there is a box for teachers to write a more general comment focussing on the pupil's development in the broader context (socially, friendships, maturity, independence etc)

Parents / Carers are encouraged to provide feedback to the school and arrangements can be made for discussing the report with the pupil's teacher

Also included in the end of year report is an attendance report and any music reports from instruments learnt in school.

## **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.

## **8. Training**

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SMT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. Outside training providers are also used. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our alliance to share good current practice.

NQTs

All NQTs take part in a paid induction day before taking up their placement. During this day the assessment coordinator will go through the school Assessment and Reporting Policy and how to use our assessment system. NQTs attend assessment courses as a part of their induction programme - as well as all relevant courses hosted by Octavo. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within our Umbrella Trust and Croydon cluster meetings.

Spreading good practice

Teachers are encouraged to visit other classes to see what assessment systems are working well in their class as well as going to local cluster meetings to moderate their work.

## **9. Roles and responsibilities**

### **9.1 Governors**

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 Teachers**

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

## **10. Monitoring**

This policy will be reviewed every three years by the curriculum committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The assessment co-ordinator is responsible for ensuring that the policy is followed.

The Head Teacher and Deputy Head Teacher will monitor the effectiveness of assessment practices across the school, through: observations, conversations with staff and pupils, governor visits, book scans, moderation meetings and pupil progress meetings.

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking policy
- Inclusion policy