

LONDON BOROUGH OF HAVERING



ST.PATRICK'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT POLICY

Mission Statement

**'We show our love for Jesus in all we do and say
We celebrate everyone's gifts and talents
as we enjoy learning and playing together.
We try to follow the example of St. Patrick
within our school community'**

Autumn 2022

Assessment Policy

Introduction

This policy outlines the purpose, nature and management at St Patrick's Catholic primary school. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at St Patrick's.

Staff has access to the policy via the *Staff Room on Its learning*, and on the school's server via RM staff. Parents are also able to access a copy on the school's website.

Aims and outcomes

The aim of this policy is to give a clear outline of all assessments techniques at St Patrick's, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards; specifically:

- to gather systematically, record and review evidence of pupil attainment;
- to assess, record and report on children's achievement;
- to use the outcomes from assessment, recording and review of progress to monitor and evaluate curriculum planning;
- to track individuals and cohorts throughout the school to monitor their achievement and set targets at various levels in order to raise achievement;
- to use assessment information to drive school improvement;
- to identify strengths and areas to improve in the school's provision;
- to provide equal opportunities via a personalised curriculum for all children to fulfil their potential
- to encourage children's independence by allowing them to take increasing responsibility for their own progress through systems of self-assessment.

To achieve these aims, we would seek to involve all staff, parents and governors in a partnership of home and school.

Implementation

Assessment is a daily part of school life. Informal assessments, through monitoring children's work and their understanding of concepts, are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in their children's learning;
- to be diagnostic, providing more detailed information about individual children's strengths and areas for improvement;
- to be summative, providing a snapshot of each child's achievement - these can be reported to parents;

- to be evaluative, allowing the school and individual teachers to evaluate the efficacy of their teaching;
- to inform the children to enable them to develop their learning.

Assessment for learning (Formative)

Assessment for learning is a key part of our approach to teaching and learning at St Patrick's. Staff use success criteria marking, peer and self-assessment to involve pupils in their learning, as well as informing them of their next steps. Marking should be against the learning question and should identify successes and areas for improvement. Targeted questioning is also used to inform assessments.

- Verbal assessments - Teachers will:
 - use questions designed to check prior learning at the beginning of lessons;
 - make explicit to pupils the purpose of the lesson
 - use a range of open, closed, differentiated and targeted questions so all children have an opportunity to answer;
 - use the plenary to check understanding and reinforce learning;
 - provide opportunities for pupils to review their achievements.
- Marking of work - work should be marked against the learning question for the lesson, which is made known to the children at the start of the lesson. Marking should provide an assessment record and feedback to the pupil. Verbal feedback is the most immediate form of comment, supporting children as they work on a task.

For assessment to be formative, feedback information needs:

- to be based on clear learning intentions;
 - to take account of pupil self-evaluation;
 - to highlight where success occurred and where improvement could take place;
 - to be of a form which is accessible to the child;
 - to give strategies for improvement (often orally with young children);
 - some focussed improvement, based on the feedback, to take place.
- Short-term planning evaluations - class teachers make regular evaluations on their short term plans about general classroom during lessons. Specific children not achieving the objective for the lesson , or those who required extra challenge are also noted . These children are included on the class action plan (via Edukey) and interventions are put in place where necessary. Additionally, staff will take into account those pupils who are on the SEND register or at the early stages of English language acquisition. LSAs report children's successes and difficulties to the class teacher and these are passed on to the SENDCO for reviews.

Statutory and non-statutory assessment

- At the start of the autumn term, baseline assessments are made of each child against the Early Years Foundation stage statements. These assessments provide the benchmark for the expected progress for the child throughout Key Stage 1 and Key Stage 2.
- Teacher assessment is used to assess the attainment of each child at the end of Key Stage 1 in reading, writing, maths, and grammar, punctuation and spelling and science. Testing is carried out during the month of May, and is administered in accordance with DfE instructions.
- At the end of Year 6, pupils take the Statutory Assessments Tests in reading, maths and grammar, punctuation and spelling. Each pupil will also receive a teacher assessment in writing and science as well as each of the statutory assessment tests. The organisation of these tests will be co-ordinated by the SLT.
- Assessment weeks are identified in each term for years 1 - 6 inclusive. During this week, children are assessed in English, Grammar and maths; results are recorded using Sims assessment. This allows teachers to measure the progress each child has made against their starting point of the school year; the progress each child has made in comparison to their cohort and the progress each child has made towards their predicted levels of attainment.
- Using these mid-term assessment results, class teachers are able to regroup children and identify areas of strength and for improvement, so that short and medium term plans can be altered accordingly. Achievement team meetings are then held and interventions and support for individuals and groups are put into place to ensure each child remains on track to meet their predicted level of attainment.
- Levels of progress and attainment are also part of a class teacher's performance management criteria.
- The SLT analyse and monitor the progress made for each year group and various cohorts to ensure expected levels of attainment and progress are achieved.

Foundation subject assessment

In the Foundation subjects, teachers assess their children on an on-going basis during lessons. All foundation subjects (apart from PE) are assessed termly, using the same Sims format as the core subjects. P.E is assessed using *PE Passport*; evidence is recorded during each lesson and assessments are made at the end on each topic. Children are identified as a working at basic, advancing or deep understanding of the objectives of the units taught throughout the half-term. Staff record notes on children's attainment and progress which they use to compile the end of year report to parents.

Recording and reporting assessment

- Written reports are sent home at the end of the autumn and summer terms.
- At the end of Key Stage 2, with the formal written report, the results of the Statutory Tests and teacher assessments in the core subjects for their child.
- Teacher Learner Conferences are offered to parents termly; an open evening is organised in the second half of the summer term. Parents have the opportunity to look at and discuss their child's work, targets and progress with the class teacher and Headteacher (where appropriate) at the TLCs.

- In line with the SEND code of practice, the class teacher, in consultation with the SENDCO, will write an IEP for those pupils on the SEND register. Parents will receive a copy of the completed IEP.

Evaluating performance

The core curriculum subject leaders are required to analyse the results of their subject, across the school each term. The statutory and non-statutory tests need to be analysed to determine the success of the resource allocation, planning and class teaching of their subject.

From gap analysis, curriculum targets are set for each cohort of children indicating their areas for improvement. These areas are then addressed by adapting planning, teaching and learning. The school receives data from a range of sources that is used to evaluate performance and priorities set. These include:

- LA general Annual Statistical Report
- FFT aspire
- School generated analysis and tracking systems.
- Data from termly assessment (Pira, Puma and GAPS – purchased tests currently being reviewed and are likely to be updated)

Responsibilities and roles

The SLT has responsibility for:

- the production and presentation of the policy document;
- the organisation and administration of the Year 6 Statutory Tests;
- the collection and presentation of assessment data to be used to inform planning and track individual/targeted group/class progress;
- ensuring that staff are informed of new assessment initiatives and are aware of assessment procedures.

Curriculum leaders are also responsible for:

- carrying out scrutiny of teachers short term planning. Feedback must be given to each year group and to individual teachers in the year group;
- carrying out scrutiny of children's work. Feedback must be given to each year group and class teachers.

Class teachers are responsible for:

- keeping assessment records;
- ensuring that the statutory and non-statutory assessment tests are administered in accordance with DfE instructions;
- submitting relevant assessment data;
- ensuring that assessment records are passed onto the next class teacher.

Parents will be kept informed of progress through TLCs, the feedback of statutory and non-statutory Assessment tests and formal written reports. Parents will also be aware of assessment through positive and constructive written comments in exercise books.

Governors will be informed of assessment arrangements through governor visits, assessment reports and formal presentations to the Governing Body.

Reviewing and monitoring

This policy is monitored by the Headteacher and SLT through:

- regular scrutiny of children's books;
- regular monitoring of teaching plans;
- evaluation and review of assessment data;
- lesson observations to monitor the quality of teaching and the implementation of teaching plans;
- pupil interviews.

All members of staff will evaluate the efficacy of the assessment policy on a regular basis. The policy will be cross-referenced with what is happening in practice.

This policy is reviewed by staff and governors at least once every two years, and reviewed whenever Government policy changes. Parents are most welcome to request a copy of this document and comments are invited from anyone involved in the life of the school.