



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

*“Faithfully following in the footsteps of Jesus,
we serve, love and learn together
inspiring each other to excellence”.*

Assessment Policy

November 20

2023

This policy will be reviewed **annually** by the Governing Body

Signed..... Date.....

Mr T.O' Malley

Chair of Governors

Review date: November 2024

Assessment Policy

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1. Aims and objectives

This policy outlines the school's philosophy on assessment and how it can be used effectively, in a number of ways, to enable children to make optimum progress and achieve. Assessment systems in place must inform teaching and learning to drive progress, be accurate and develop children's confidence. We seek to provide this for all, in accordance with our school policies on Equality and Special Educational Needs and Disability (SEND) and in accordance with our statutory responsibilities under the Children and Families Act 2014.

2. Guidance and Legislation

This policy has been written with reference to the following guidance and documents:

- Key Stage 2 Assessment and Reporting Arrangements 2023 – Standards & Testing Agency
- Key Stage 1 Non-Statutory Teacher Assessment Guidance - Standards & Testing Agency
- Primary School Accountability in 2023 – DfE

3. Rationale

Assessment lies at the heart of the process of promoting children's learning.

Assessment should:

1) Actively involve all learners.

We interpret this to be exemplified by:

- Stating lesson objectives, providing a reference for pupils' self-assessment and plenary discussions;
- Habitually engaging children in discussion of their own work.

2) Be central to the learning process:

- By underpinning organisation of learning groups; allocation of time and other resources etc.

3) Be based on information that is both relevant and manageable:

- Through ongoing, informal teacher assessment based on National Curriculum expectations
- Using the school's scheduled formal assessment procedures, beginning with the Baseline Assessment Profile and ending with Key Stage 2 SATs.

4) Identify needs, motivate learners and celebrate achievement:

- Through regular marking/assessment of pupils' work, with feedback in line with the Feedback and Marking Policy
- Be pursued in a way that keeps track of all pupils without being so intensive as to become unmanageable.

5) Help plan the next learning steps:

- By informing short-term planning via daily observation and formative assessment.
- By informing short-term amendment to long and medium term planning.

- By providing an overview of a pupils' progress through the school (see Pupil Assessment Procedures).
- 6) Illuminate qualitative aspects of learning:
- To reveal the true nature of a child's understanding of a topic by revealing appropriateness of a child's achievements relative to her/his assessed capability, i.e. ensuring challenge in tasks set (in essence: are we stretching or coasting?)
- 7) Provide information to measure performance and set appropriate next steps for learning:
- Through analysis of statistical evidence –
 - For the individual child;
 - In assessing overall school performance.

4. Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

5. Types of Assessment:

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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of high quality formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Formative assessments are an integral part of effective teaching and allow teachers to identify any gaps and misconceptions that may arise within children's learning and subsequently put steps in place to address these issues.

Formative assessment is crucial:

- In informing planning.
- In raising pupils' awareness of what they are trying to achieve and how they can improve.

The following practices are followed in order to facilitate this.

- Learning objectives are shared with pupils as part of everyday practice.
- Pupils are given the opportunity to see and discuss examples of good work as model for success.
- Pupils' understanding is explored through effective questioning.

- Pupils are given constructive feedback and next steps to extend their learning when appropriate. (Refer to Marking Policy).
- Pupils are encouraged to assess their own performance through:
 - Traffic-light assessment
 - Checking their own work
 - Using defined Success Criteria
 - Discussions with teachers and/ or teaching assistants: individual, paired, small group or whole class

These practices enable pupils to take more responsibility for their progress and to understand their strengths and identify what they need to do to improve.

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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

In – School Summative Assessments: Informal summative assessments, such as tests at the end of a topic, may take place throughout the year to enable teachers to evaluate teaching and learning and provide valuable information to inform next steps to facilitate progress. Summative assessments for Reading, SPAG and Maths occur at defined periods of the academic year (usually two times a year for children in Years 2 – 5 and more regularly in Year 6). Information provided by tests can be used to support judgements made about children's achievements in relation to the expected level of attainment at the end of each year. There are strengths and weaknesses in gathering quantitative and qualitative data but the combination of both can provide valuable information about children's achievements and areas for development.

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/carers** 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
- Multiplication Tables Check (MTC) in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

6. Assessment in the Foundation Stage

On entry to the school, children will be assessed in line with statutory requirements. Results from baseline assessments are analysed to provide a clear picture about the entry data of each cohort starting our school. Baseline data is discussed with the Assessment Leader and children needing additional support are identified immediately. Children's progress will then be discussed each term with the Assessment Leader at Pupil Progress review meetings. Results are used to inform planning, set targets and aid early identification of children requiring additional support in the classroom and / or with Special Educational Needs. (Refer to SEND file.)

During their Reception year, children will be assessed using the Early Years Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the following areas of learning: Communication & Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design.

There are a total of seventeen Early Learning Goals within these areas. Each child's typical developments and achievements are recorded in the Profile, medium term tracking file and in their Learning Journey. Judgements made regarding children's achievements are used to determine whether children have attained a Good Level of Development (GLD) by the end of their Reception year.

7. Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's Evaluation and Feedback sheets
- Children's work
- National Baseline, Early Learning Profile
- Reception Learning Journey
- Class Tracking file
- SEND file (if appropriate)

In order to summarise all evidence of achievement, we keep a record of each child's attainment in Reading, Writing and Maths on a termly basis recording judgements about pupils' attainment using Pupil Progress grids. All record keeping is compliant with appropriate GDPR regulations. (See GDPR Policy)

8. Standardisation/Moderation

The process of moderation is an essential part of the assessment system and takes place each term before teachers finalise judgements about pupils' attainment.

Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools
- Through LA visitor sessions to ensure our judgements are in line with other schools
- By using the STA exemplification materials

9. Reporting / communicating assessment information to parents

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum.

At the end of Reception, Year One, Year Four and Year 6 assessment information is reported in line with statutory requirements.

Parents are invited to attend meetings with class teachers during the autumn and spring terms to discuss the attainment and progress of their child. These meetings provide teachers with an opportunity to share information with parents to help them support their child's learning. Information shared at meetings will include children's workbooks which show their progress throughout the year.

Throughout the year assessments are used as a tool to inform teaching and are not shared with parents. At the end of the academic year pupils' scores in school tests may be shared, if requested, however, test papers are not given to parents. These are exempt in accordance with the Freedom of Information Act. Should the need arise; parents are welcome to discuss the progress of their child with the class teacher at other times.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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 and will include consideration of 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' educational needs and/ or disabilities. For more information please refer to the SEND Information Report, Accessibility Plan and SEND Policy.

Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored regularly in order that they remain meaningful and manageable. Policies and procedures may change in light of any new, relevant national or local initiatives introduced, or to reflect any changes made to assessment legislation. This policy should be reviewed in line with the school cycle.

