



St. Mary's Catholic Primary School

At St. Mary's we live and learn, sharing God's love.

ASSESSMENT POLICY

At St. Mary's, we believe that assessment is a way for us to celebrate ALL achievements. Assessment for learning (Responsive teaching) is a major part of our teaching and learning policy.

The Black and William definition of assessment is that it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provides information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is an essential part
- It involves sharing learning outcomes with pupils
- It aims to help pupils to know and to recognise the standards they are aiming for
- It involves pupils in self-assessment
- It provides feedback, which leads to pupils recognising their next steps and how to achieve them
- It is underpinned by confidence that every student can improve
- It involves both teachers and pupils reviewing and reflecting on assessment data

**(Inside The Black Box 1999
Black and William)**

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. This includes Statutory assessments (see below)
- **Assessment for learning** (formative assessment), which we regard as the most important type of assessment, is ongoing in all learning activities. It is the process of seeking and interpreting evidence of where the learners are in their learning, where they need to go and how best to get there.

Statutory assessment

Statutory assessment takes place throughout the primary phase and consists of

- Reception baseline
- Early Years Foundation Stage Profile
- Year 1 phonics test

- Year 2 phonics test
- Year 4 Multiplication Tables Check
- Year 6 SATs

The results of these tests are submitted to the Department for Education and used to compare the school's performance with other schools locally and nationally.

Aims of the assessment policy and procedures

- To involve children in their learning and to provide effective feedback to them which supports, enhances and/or enables further progress
- To encourage children to assess their understanding of their work and to suggest ways they can improve their work
- To use the results of assessment to adapt teaching, to evaluate performance, to identify training needs, to inform the School Improvement Plan and to ensure improvements in teaching and learning

Strategies used for assessment

- Clear learning objectives which are shared with the children
- Success criteria/steps to success
- 'On the spot' marking
- Self assessment
- Peer assessment
- Next steps with 'fix it' time allowed
- Effective questioning
- Talk partners
- Editing partners
- Observations of learning (EYFS)
- Online learning journeys (EYFS)
- Book/work scrutinies
- Formal tests (including statutory testing)

Role of Governors

The Governing Body:

- has delegated powers and responsibilities to the Head teacher to ensure all school personnel are aware of and comply with this policy;
- receives termly assessment updates via the 'Standards and Strategy' committee meetings and the Head teacher's report presented at the meetings of the full Governing Body ;
- has responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head teacher

The Head teacher will:

- ensure all school personnel and stakeholders are aware of, and are upholding, this policy;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Assessment, Recording, Reporting Coordinator

The ARR coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Head teacher
- analyse the termly pupil progress data including the performance of particular groups
- identify children for whom intervention is required/necessary
- work closely with the SENDCo to devise intervention maps;
- disseminate the analysis data to department coordinators;
- organise in-house training as required;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor assessment systems;

Role of Teaching Staff

Teaching staff will:

- assess pupils to ascertain attainment against age related expectations (AREs);
- plan the next stage of learning;
- plan assessment opportunities in lessons across the curriculum, throughout the year
- provide information for pupil progress reviews (PPRs);
- report assessments to pupils, parents and school personnel;
- keep up to date with new assessment initiatives;
- attend in-house training

Teachers **planning** will include:

- clear learning objectives, success criteria and outcomes;
- key learning skills;
- differentiation;
- key questions;
- activities to be completed by each group
- opportunities for peer and self assessment;
- lesson evaluation

Teachers will give **written or verbal feedback** which:

- is constructive;
- focuses on the quality of the work;
- is linked to the learning objectives and learning outcomes;
- identifies what the pupil needs to do to improve/ next steps;

Teachers will also build 'fix it' time into their timetable to allow children the opportunity to respond to their next steps.

Role of Pupils

Pupils will:

- be made aware of their learning objectives;
- discuss what they have already experienced, know and understand;
- discuss and identify what they need to do to improve;
- self-assess their work;
- respond to their next steps

- discuss their work with a peer

Role of Parents

Parents will:

- be made aware of the levels their child is achieving in English and maths, at least 3 times per year

Parents should

- attend parent-teacher consultations;
- encourage their child to undertake homework tasks;
- write a response to their child's annual report

Pupil Records

EYFS pupils have

- an online learning journey/record
- a pupil tracker
- an 'All about me' book

KS1 and KS2 pupils have

- an individual ARE tracker for reading, writing and maths
- a folder of their records

Meetings with Parents

Parents are invited to attend Parent-teacher consultations twice per year (Autumn and Spring terms) in order to be kept up to date with their child's progress.

Reporting to Parents

Parents will receive an annual report summarising their child's progress

Reviewed February 2024