

St Michael's Catholic Primary School Assessment Policy



Approved by:	LGC
Last reviewed on:	May 2023
Next review due by:	October 2025

Assessment Policy

At St Michaels Primary school, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

We use assessment to ensure children reach their full potential. We aim to foster in our learners, a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities.

Assessment provides a means of reporting to parents, producing data for tracking students' progress and providing feedback to teachers to inform the teaching and learning planning cycle. Assessment also provides corrective feedback to students to give them an idea of what they have achieved and how they can get better.

Aims of assessment

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse the performance of groups and cohorts of pupils to identify priorities for school development.
- To provide information to inform the school's strategic planning
- To inform the Governing Body of the school's standards and achievement
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given.
- To ensure that the legal requirements for record-keeping, assessing and reporting are met

All of the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils. In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

Types of assessment

Teachers continually assess all pupils' performance through their observation of children on tasks set and through the work they produce.

We use baseline assessments (Assessment for Learning), feedback at the point of learning, summative assessment and the Assessment of curriculum learning objectives (FFT)

Pupils are assessed on their progress against our key learning for their year group and/or National Curriculum objectives.

On-going use of assessment informs the teacher's planning for the class, for groups within the class and interventions for individual pupils.

Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy.

Verbal feedback is used where most appropriate to ensure swift action from pupils and the reduction of unnecessary workload.

Formative assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

The National Curriculum and the Programmes of Study provide the backbone of our formative assessment framework but, as they are not ready to use as an assessment framework in themselves, we have developed a set of progression documents for each of the core subjects on Fischer Family Trust (FFT). These documents, under the heading Curriculum Tracker, also provide the basis for all teacher assessments of children in all of the subjects providing clear broken-down statements of yearly expectations.

Grading system for curriculum statements FFT-

0	Below the expected standard
1	Working towards the expected standard

2	At the expected standard
3	Working at Greater depth

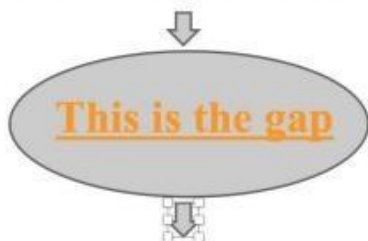
Marking

Marking is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs. Marking indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work.

Teaching, Learning and Assessment Policy - Steps to Success

Marking and feedback effectively gives pupils next steps and support the setting of targets against age related expectations and the individual needs of pupils.

This is where I am now



This is where I should be

(our learning intention)

Purposeful Feedback

This is what I need to do



(See marking policy for further details.)

Summative Assessment

Children will be given formal tests in the core subjects of Mathematics and Literacy at three points in the school year: End of the Autumn, Spring and Summer term.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. For Mathematics, Reading and SPAG we use the NFER standardised tests. We are confident of their robustness as they are drawn from a large sample size. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 115 will be deemed to be working at national standard. Children falling below the 99 mark will be deemed to be working towards a national standard and children falling above the 115 mark will be deemed to be working at greater depth. Scores below 80 and above 130 will be considered exceptional (as set out by the NFER), so these scores will be a way of identifying children falling significantly below or performing well above national expectations. The shared language of testing in our school will be 'Expected Standard (EXS)', 'Working towards National Standard (WTS) and 'Working at Greater Depth (GDS) Children working significantly below age related expectations will be marked as SBN.

Teachers will report their findings of their data from the summative assessments during a pupil progress meeting. A pupil progress meeting will take place three times per year- shortly after the summative tests. This allows teachers to talk about their data especially regarding SEN, EAL and FSM children. The data from the summative tests helps to inform interventions and next steps for students (alongside the formative data).

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we do not solely rely on that which can easily be measured, and personal knowledge of each child is key. For this reason, the class teacher meets with relevant members of the Senior Leadership Team each half term to discuss the progress of each child.

The progress of individuals and specific groups of pupils is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, focus groups, key stages and subject areas are collated and actioned as necessary.

Summative judgments of writing

In order to show children's true development in writing, we encourage an independent write at the end of each writing unit (Talk for writing). This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term. During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a fiction and non-fiction piece of writing to base their assessment on. They will then use the writing progression document to provide a summative judgement of writing

Statutory National testing

During their time in school children will sit four external national tests. These are as follows:
Reception – EYFS profile – submitted in June

Year 1 – Phonics screening test – June

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics – June – internally marked and teacher assessment provided

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – June – externally marked. Teacher assessments in Writing

Monitoring

Teaching, Learning and Assessment Policy - Monitoring and Review

- At St Michaels's we teach according to the requirements of the 2014 National Curriculum. We have clear expectations for each subject and each child with each lesson. All staff deliver learning that is challenging, high quality and provides consistency across year groups. Key Performance Indicators matched to the National Curriculum 2014 requirements support termly teacher assessment. Regular pupil progress meetings and moderation ensures accuracy of results.
- Lesson observations and book scrutinies are regular. In line with new Ofsted guidance, individual lessons are not graded but an overall self-evaluation of teaching and learning is made by the School Leadership Team. On a termly basis, teaching and learning is evaluated, detailing observations, planning audits, learning walks and book monitoring findings. Individual and general feedback allows for challenge, support and cascading of outstanding practice.
- The whole staff evaluate the effectiveness of our Teaching and Learning policy annually. All school policies are updated annually. Adaptations are agreed to by all staff so that we are constantly striving for further improvement.
- We regularly ask our parents to comment on how we are doing. We are pleased so many parents comment positively about the school. We are confident that parents value and appreciate the hard work of all the staff to ensure our children are happy, confident and achieve well. Equally we always welcome suggestions for further improvements and inform parents on how we are developing the areas identified.
- The Head teacher and link Governors report on the effectiveness of the Teaching and Learning through the Local Area Board.

Roles and responsibilities

The Head teacher/Head of School are responsible for...

- Overseeing standards of teaching/learning and assessment across the school

The leadership team are responsible for...

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Overseeing standards of teaching/learning and assessment within their phase ● Acting on concerns about a child's progress to ensure adequate support is provided
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The SENCO is responsible for...

- Collecting data for all SEN children
- Monitoring the progress of SEN children

The assessment manager is responsible for...

- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas.

Teachers are responsible for...

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Maintaining individual teacher mark books
- Reporting their child's progress to parents

The designated office staff are responsible for...

- Inputting relevant data in the school's SIMS system
 - Supporting the assessment manager with data inputting or statutory assessment reports.
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