

English Martyrs'
Catholic Primary School



Assessment Policy

Mission Statement

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Our school statement needs to be read in conjunction with our Marking and Feedback and Teaching and Learning policies.

Aims and objectives

The aims and objectives of assessment in our school are:

- ✓ to enable our children to demonstrate what they know, understand and can do in their work;
- ✓ to help our children understand what they need to do next to improve their work;
- ✓ to allow teachers to plan work that accurately reflects the needs of each child;
- ✓ to provide regular information for parents that enables them to support their child's learning;
- ✓ to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure.

We acknowledge that there are two distinct types of assessment used by the school. These include:

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses;

Assessment of learning is more associated with judgements based on grades and ranks and with public accountability.

This policy relates to the Assessment **of** Learning. The school's approach to Assessment for Learning is explained in detail in the Teaching and Learning Policy.

Therefore we use the following formal assessment procedures to measure outcomes against:

- ✓ start of EYFS (Reception)
 - Statutory Baseline Assessment to measure their knowledge prior to learning in school (linking with our own baseline assessment for all areas of the EYFS curriculum and *Birth to Five Matters*)
- ✓ end of EYFS
 - (% of pupils achieving a Early Learning Goals (ELGs)) using *EYFS Statutory Framework*
- ✓ Phonics Screening Test at the end of Year 1
 - (% of pupils achieving the required screening check)
- ✓ End of KS1
 - (% of pupils achieving a secure standard of expectation of performance at the end of the year in Reading, Grammar, Punctuation and Spelling, Maths and teacher assessment in Writing, Speaking and Listening, Science) and (% of pupils achieving above this expected standard in Reading, Maths and teacher assessment in Writing, Speaking and Listening, Science)
- ✓ End of KS2
 - (% of pupils achieving a secure standard of expectation of performance in in Reading, Grammar, Punctuation and Spelling and Maths ; Teacher Assessment in Writing and Science)
 - (% of pupils achieved the expected progress based KS1 outcomes)

Good assessment practice (including analysis of data and tests) will:

- ✓ raise standards of attainment and behaviour, and improve pupil attitudes and response to learning
- ✓ enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- ✓ promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- ✓ build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- ✓ guide and support the teacher as planner, provider and evaluator
- ✓ enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- ✓ track pupil performance and in particular identify those pupils at risk of underachievement
- ✓ provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- ✓ provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- ✓ provide information which can be used by other interested parties
- ✓ provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The Intent of assessment of learning is to:

- ✓ Provide a summary judgement about what has been learned at a specific point in time

- ✓ Establish national benchmarks about what children can do and about school Performance
- ✓ Show what pupils can do without support
- ✓ Hold the school to public account
- ✓ Hold individual staff to account for pupil progress
- ✓ Inform self-evaluation and guide inspection

Implementation for teaching

The teacher will:

- ✓ Provide a periodic summary through teacher assessment and formal tests
- ✓ Identify gaps in pupils' knowledge and understanding
- ✓ Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- ✓ Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- ✓ Mark and measure against expectations outlined in the National Curriculum

Impact on learning and the learner

The pupil will:

- ✓ Be able to gauge own performance against previous performance
- ✓ Be able to measure own performance against externally agreed criteria and standards
- ✓ Have a measure of performance at specific milestones in life
- ✓ Know what standards and expectations are required

Assessment strategies:

Termly Effective practice would include:

- ✓ Monitoring of books:
 - Formal monitoring of books by subject leaders and whole staff with written feedback
 - Senior leaders quality assuring the strengths and weaknesses identified by subject leaders
 - During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve
 - Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/Key Stage leaders hold the overview of this task
- ✓ Moderation across year groups and phases of learning
 - Provide time in the termly calendar to moderate within school and with other schools in the borough to ensure assessment is robust.
 - Senior leaders quality assuring the robustness of teacher assessment by choosing a random selection of children across the school (EYFS – KS2) to moderate
- ✓ Formal testing
 - Use a range of commercially produced materials to undertake a snap shot view of pupil attainment on a termly basis.
 - Use of data from tests to help inform teacher assessment and planning to meet the needs of all pupils.
- ✓ Pupil progress meetings
 - Time provided for senior leaders, teachers and teaching assistants to review progress of learning

- To identify groups of pupils making expected and exceeding progress
- To use data to inform teaching and learning
- Review the provision map for pupils
- ✓ Parent Evenings
 - Termly meetings with parents/carers to share individual pupils' strengths and next steps in learning and attendance data.
 - To suggest ways parents can support pupils in their learning at home and set targets for improvement.
- ✓ Yearly reports
 - Reports summarise the achievements for pupils during the year.
 - Pupils write their own comments on their learning and what they need to focus on in the coming year
 - Parents/carers respond to comments

Recording of assessment

Children's attainment and progress will be recorded using the Lancashire Tracking Tool. These are updated termly by teaching staff. Following assessment periods each term, teaching staff will meet with the Senior Leadership Team as a Phase (EYFS, KS1, LKS2, UKS2) to discuss Pupil Progress.

Policy updated February 2021

Policy updated March 2023: Alteration of EYFS assessment; change in Pupil Progress Meeting structure