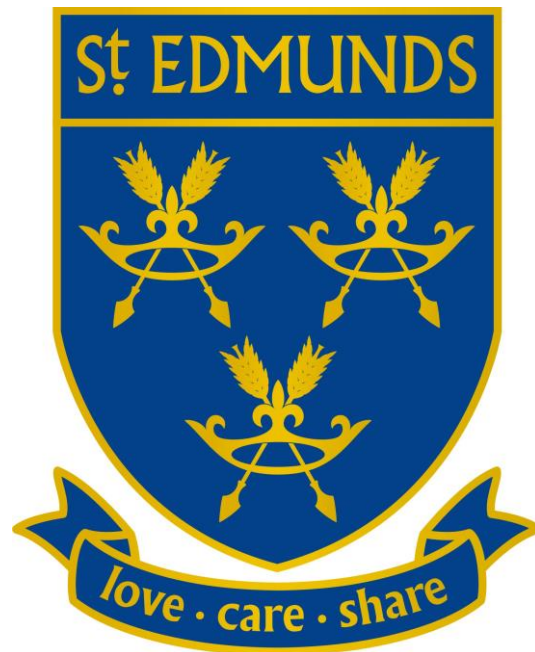


# **St Edmund's Catholic Primary School**



## **Assessment Policy**

**April 2022**

# **ST. EDMUND'S SCHOOL** **ASSESSMENT POLICY**

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## **1. St. Edmund's Catholic Primary School Mission Statement**

'Love, Care, Share'

St. Edmund's Catholic Primary School is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual, nurturing them to achieve their full potential.

Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in "Love, Care, Share", along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

## **2. Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## **3. Principles of assessment**

At St. Edmund's Catholic Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Assessment is regarded as a cyclical process closely linked to planning, marking and targets for further learning.

**The educational purpose of assessment practices in our school are therefore:**

1. To enable our children to demonstrate what they know, understand and can do in their work.
2. To help the children understand what they need to do next in order to improve through marking and verbal feedback.
3. To enable teachers to plan lessons that effectively meet the needs of the children.

4. To provide information that enables parents to support their children's learning.
5. To provide information that underpins target setting and actions for improvement in the School's Development Plan (SDP).
6. To provide the Head Teacher, Governors and relevant external bodies with information about the school's effectiveness.

At St. Edmund's, assessment must be an integral part of teaching and learning. Only when assessment is integrated fully into classroom practice is there effective teaching and learning.

## 4. Assessment approaches

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

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

Formative Assessment in St. Edmund's is seen as a series of practices that, regardless of the age or ability of the child, consistently embody the following ideas or principles:

- ❖ There must be effective response by teachers to pupils' work and learning through marking.
- ❖ Pupils themselves must be actively involved in this assessment/learning process.
- ❖ Pupils need to develop an understanding of how to assess themselves and each other, and how to improve.
- ❖ Assessment influences both motivation and self-esteem: both crucial conditions if successful learning is to occur.
- ❖ Teaching must be adjusted to take account of assessment findings.

### Formative Assessment Practices in the classroom:

#### Assessing by Observation:

- ❖ In the Foundation Stage, staff complete the 'Foundation Stage Profiles'. They use a combination of observation and adult led activities in order to know that children have achieved the criteria as outlined in the profiles.
- ❖ Photographs in the child's book may be used as evidence of observation or activities.

#### Using the Questioning Strategy:

- ❖ Using a range of questioning strategies is vital in every lesson to find out whether a child has understood and whether a child can explain their thinking or how they learn.
- ❖ Talk partners can be a powerful way of involving all children when answering questions during lessons.
- ❖ Questioning must be a key feature of all lessons.

### **Sharing the Learning Objective:**

- ❖ The learning objective must be written on the board (copied into the children's work books if appropriate) and shared with the children, in a simple language that they understand.
- ❖ Reference should be made to the learning objective throughout the lesson so that children can see, and be helped to understand, their progress against the objective.

### **Giving Effective Feedback:**

Feedback is essential in helping pupils improve and should be related to the learning objective. This will help to close the learning gap and move pupils forward in their learning.

Feedback is often oral, given during the lesson or at the start of the next similar lesson after the teacher has assessed written work. All written work must be acknowledged.

Marking of written work is also necessary as an important way of giving feedback. Marking should relate to the learning objective and aim to move the children forward in their learning.

A culture of success should be promoted in which every pupil can make achievements by building on their previous performance, rather than being compared with others. This is based on informing pupils about the strengths and weaknesses demonstrated in their work and providing feedback.

## **4.2 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.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

### **Summative assessment practices**

In St. Edmund's pupils are formally assessed 4 times a year:

- October (before half term)
- December (end of autumn term)
- March (end of spring term)
- June (end of summer term)

These tracks are used to:

- ❖ Assess against standards to provide measures of attainment.
- ❖ Enable both teachers and the school to show progress, to develop broad targets, as well as providing a basis for dialogue about learning with parents or governors.
- ❖ Identify individuals or groups of pupils requiring additional intervention or support and plan provision accordingly.

End of term summative assessment

- We assess pupils in all curriculum subjects.

- We use tests for Reading (Years 3-6 NfER), Maths (Inspire), Science (Rising Stars). Teacher assessment is used to support end of term judgements.
- Writing is assessed at the end of every unit (usually 3 weeks) and an overall teacher assessment judgement is made at each assessment period.
- Teacher assessment is used for RE and all other foundation subjects.
- Teachers input the data to ScholarPack.
- They complete the spreadsheet updating information about the pupils.
- The 'Tracking Document' is produced to track trends for classes, year groups and other groups e.g PP, EAL etc. We adjust and change provision following analysis of the data e.g. phonics groups.

*Please note that for the October track pupils are only assessed in the Core subjects (English, Mathematics, Science) and RE.*

The information collected from this process is used for *summative* purposes in tracking pupil progress throughout both Key Stages and – crucially – for *formative* purposes, in allowing teachers to make informed decisions about necessary interventions to support children's learning. The assessment practices embedded in teachers' work also allow teachers to make decisions about the modification of half term plans in order to reflect the teaching and learning needs of specific cohorts (i.e. classes or discrete groups) of children.

### 4.3 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** 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 in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## 5. Collecting and using data

In school it is necessary to record and keep data following in-school and national summative assessments.

We use ScholarPack, our school's Management Information System, to record and save our assessment data. Teachers input data following each assessment track. This is then used by school leaders to create our termly 'Tracking document'. The data in the tracking document is analysed and used to track individuals and groups in order to identify and plan for additional provision.

Teachers also complete a class spread sheet identifying provision and support that pupils have had during the term.

Data is shared with school Governors during the Autumn term and through the Curriculum Committee meetings as necessary.

Following National Statutory Assessments, data is sent to Enfield LA, who collect and share it with the Department for Education. Enfield LA use 'Perspective Lite' to collect and store data. Schools in Enfield are able to access their data in this system.

## 6. Reporting to parents

Parents are informed of their child's attainment in a variety of ways:

- KS1 parent meeting cycle
- KS2 parent consultation meetings
- Learning Support Plan meetings
- Informal parents meetings – if parents or teachers request a meeting
- Annual reports
- Parents are given a copy of their child's results following National assessments

### KS1 Parent Meeting Cycle

Parents are met during the Autumn and Spring terms. The class teacher identifies 3 pupils each week and their parents are invited to make an appointment at a mutually convenient time, usually before or after the school day. If parents have concerns or wish to speak to their child's teacher, they are welcome to make an additional appointment.

### KS2 Parent Meetings

Parents are invited to an 'Information Evening' during the autumn term. This provides information on the curriculum for the year and how parents can best support their children at home.

Parents are met in the Spring term on one of the two parent consultation afternoons/evening. If parents have concerns or wish to speak to their child's teacher at any other time, they are welcome to make an appointment at a mutually convenient time.

### Annual Reports

Written annual reports are sent to parents towards the end of the summer term. These include:

- Details of achievements in all subjects and activities forming part of the school curriculum and is structured to allow professional judgements to be made about each child's academic, social and religious development.
- Comments on general progress, relationships with peers and how they have coped with year group expectations.
- The pupil's attendance record.
- Results of national statutory tests (where applicable).

Parents are offered the opportunity to discuss the report with their child's teacher by making an appointment.

## 7. Inclusion

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

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. However, this should account for 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' learning difficulties.

At St. Edmund's, once assessment by the class teacher has indicated that a child may have special needs, a further range of procedures are available.

These include:

1. The development of LSP's (Learning Support Plans), which include specific learning objectives for that child, and the support given to achieve them.
2. Statutory Assessment procedures.

In Year 1 children who are not yet achieving the expected standard are assessed using the EYFS Development Matters document. This is a continuation of the criteria used in Reception.

From Year 2, children with SEN are assessed using Pre-Key Stage Standards, or The Engagement Model, when appropriate. These different assessment guidelines allow progress to be measured in small steps and monitored.

### The Engagement Model

The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. We use this model to assess pupils with a high level of SEND at the early stages of development.

The SENCO has the overall responsibility for such procedures and they work in close liaison with all members of the SEN team. The full SEN assessment procedures, in line with the Code of Practice, are detailed in the school's SEN policy.

## EAL (English as an Additional Language)

When assessing children who have English as an additional language we use "Proficiency in English" codes set to report summative assessments on children's acquisition of English. Targets are set by the class teacher alongside the EAL Leader for targeted children.

## 8. Training

At St. Edmund's we are committed to continuing professional development for staff.

- We ensure that staff are released to attend any LA moderation opportunities, which are held for Reception, Year 2 and Year 6 teachers. These cross school moderation opportunities provide learning opportunities and support teacher assessment judgements.
- SLT attend LA training on assessment and updates and cascade this information to staff through staff meetings.
- We buy into National College Training for on-line training.

## **9. Roles and responsibilities**

### **9.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

### **9.2 Headteacher**

The Headteacher is responsible for:

- Ensuring that 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.

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## **10. Monitoring**

This policy will be reviewed bi-annually by the Assessment Leader. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The next review will be September 2024.