

# St Michael's RC Primary School and Nursery



## Assessment Policy

### School Mission Statement



St Michael's Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ.

We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever changing world.

"I came so that you may have life, life in all its fullness" John 10:10

#### **Rationale:**

The overriding principle of good assessment is that it should be clearly tied to its intended purpose.

There are two main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly, and in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period.

Good assessment can be done on a daily basis, ranging from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; weekly summative assessment in the form of spelling and tables tests, right through to formal end of term tests.

Assessment must inform the teacher of what areas of learning each child has grasped in accordance with age expectations and the Learning Objective required to be met. It should also be used to inform future planning to "plug any gaps" in learning and help the children to deepen their knowledge and move on to the next step in their learning journey.

#### **The Principles and aims of assessment**

Before making any assessment, we will consider and ensure the following:

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
  - Is knowledge and understanding secure enough to move forward, or is further consolidation work or a different approach is necessary.
  - Is a pupil able to demonstrate application of a skill with increasing independence or confidence?

2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

- Is this better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.

3. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- Do I need to build in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment, to support pupils in identifying what they have learned from the assessment about where they need to target their efforts?
- Have I considered where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements?

4. How will I ensure my approaches to assessment are inclusive of all abilities?

- Can I find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil.

5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- For example: identifying which pupils to target for additional support or which areas of the topic to recap.

6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- Assessing whether pupils who have demonstrated secure understanding and depth of knowledge can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.
- Providing opportunities for exploring a concept in greater depth before moving on to new work.

7. Is it necessary to record the information gained from this assessment and if so, how can this be done most efficiently?

- We do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.

### **Principles of in-school summative assessment**

Before implementing any summative assessment, we will be clear on the answers to the following questions;

1. Who will use the information provided by this assessment?
2. Will it give them the information they need for their purposes?
3. How will it be used to support broader progress, attainment and outcomes for the pupils?
4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?

5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

#### **Arrangements for the governance, management and evaluation of assessment.**

- Assessment procedures will be informed by the latest research and guidance into best practice.
- Everything contributing to the assessment of our pupils will be for their benefit and serve as a crucial feature of the high quality provision they should expect from Saint Michael's School.
- The Head Teacher, supported by her Deputy and SLT will oversee the continued evaluation, and subsequent enhancement of assessment at St Michael's RCP.
- Procedures will be reviewed at least on an annual basis and more often where necessary.
- The governing body will be kept informed of assessment procedures and overall results after analysis through the "data" and curriculum committees.

#### **Information about how assessment outcomes will be collected and used.**

- We currently use our internal tracking system, Target Tracker as our method of collecting summative data. It has been chosen for its ease of use, relevance to the National Curriculum and the guidance it provides towards challenge and differentiation. Data drops happen weekly and are continuous throughout the academic year and are closely scrutinised three times per year by the Head Teacher, Deputy and SLT.
- Teachers are advised to enter data into Target Tracker on a weekly basis, with the view that analysis of this information will be scrutinised three times per year and used to inform future planning.
- Data will be used to provide an overview for the SLT, Governors and staff members involved directly in the education of our pupils. These will be analysed during Pupil Progress Meetings
- Key groups and patterns will be identified and targeted through the overview provided in conjunction with statutory assessments.

#### **Arrangements for ensuring teachers are able to conduct assessment competently and confidently.**

- Regular CPD will be provided for staff members in best practice of both formative and summative assessment.
- Time provided for professional dialogue between teachers in year groups /Key stages to ensure results, progress and attainment are succinct and in line.
- The Head Teacher and her Deputy will oversee the use of assessment and as such will be available to support staff members at all times, should the need arise.

#### **Detail about the approach to different forms of assessment.**

- Day to day in-school formative assessment
- In depth marking and moving on question/ task/ application
- Opportunities for children to demonstrate understanding through response to pink marking
- Peer marking and feedback
- Oral feedback throughout lesson structure including mini plenaries

- Targeted questioning based on development level and deepening of knowledge
- Creation and review of Success Criteria/ Steps to Success

#### **In-school summative assessment**

- Standardised testing will take place three times per year to support teacher assessment and provide a general idea of pupil's test readiness (Rising Stars). Though our curriculum is designed to be broad, balanced and cross curricular, while the end of Key Stage standardised testing continues to exist we must ensure our pupils are able to access them at the appropriate level.
- SEN/ Pupil Premium Reviews based on intervention time lines

#### **Nationally standardised summative assessment**

- Pupils in Year 1 participate in the national phonics screening in June. This will assess their ability to segment and blend phonetically and pupils who do not meet the threshold are re-assessed in Year 2
- Pupils in Year 2 and 6 are assessed in May- SATs. The results of these assessments are reported annually to parents by the governing body.
- The school could be selected to take part in the LA moderation at both KS1 and in writing at KS2. Internal moderation will take place under the guidance of the approved moderators in the school.
- Cross school moderation also takes place at least twice a year with other schools in the cluster

*The national expectation is that pupils should achieve a scale standardised score of 100. This scale score will differ year on year depending on the difficulty of the test and how pupils perform nationally in the test and will be representative of the expectations of the National Curriculum.*

#### **How are children involved in assessment?**

- Feedback and target setting
- Pupil Conferencing
- Verbal feedback
- School Council meetings
- Peer assessment
- Access to Learning Journeys
- Responding to pink comments

#### **How are parents involved in assessment and feedback?**

- Parent feedback within the Learning journals
- Parent feedback to open mornings
- Reading Record Books
- Daily conversations between teachers and parents
- Workshop opportunities with parental choice of topics i.e. comprehension/ calculation
- Family events, workshops and parent evenings

#### **Assessment in Early Years – Nursery and Reception**

Assessment in Early Years (Nursery and Reception) is at the heart of teaching and learning across the Early Years curriculum. Assessment underpins planning, teaching, learning, progress and attainment. Summative judgements are made of children at the end of Nursery and Reception. In Nursery, judgements will be made against the Development Matters Age Bands in all seventeen areas

of learning. In Reception, the end of year judgements will be made against the Early Learning Goals in all seventeen areas of learning. This information is submitted to the DfE and is summarised as the percentage of children achieving the Good Level of Development (GLD).

Throughout the year in both Nursery and Reception the children's progress is tracked using Target Tracker's level indicators;

**b = beginning**

**b+ = beginning plus**

**w = working within**

**w+ = working within plus**

**s = secure**

**s+ = secure plus**

At the end of the Reception year children's attainment is assessed against the ELGs using the following descriptors from the Early Years Foundation Stage Profile:

- Emerging
- Expected
- Exceeding

**How do we assess in Early Years?**

**As a school we use:**

- Ongoing observations
- Regular written marking with written and verbal feedback
- Targeted questions
- Pupil Voice
- Work samples
- End of unit assessments
- Evidence Trails
- Learning Walks and informal drop ins
- Formal observations
- Moderation across the school
- External Moderation
- Pupil Progress Meetings

*Mrs K Sexton*

*January 2018*