



St. George's Catholic Primary School **'Achieve, Believe, Care.'**

Assessment Policy

1. MISSION STATEMENT

At St George's Catholic Primary School, we welcome everyone as a member of God's family. With Jesus in our hearts, we pray together, we work together, we show respect for each other and the world around us. We love God, ourselves and one another.

2. PURPOSES OF ASSESSMENT

Summative Assessment

This summarises where learners are at a given point in time - a snapshot of what has been learned.

Formative Assessment

This informs the next steps to learning by using the information gained.

3. AIMS OF ASSESSMENT

1. To ensure that assessment is embedded in teaching and learning plans, enabling teachers to match work in their classroom to the children's capabilities
2. To help learners to know and to recognise the standards for which they are aiming
3. To provide feedback which leads to learners recognising their next steps and how to take them in order to reach their targets
4. To give the learner confidence that they can improve and to recognise the influence assessment has on the motivation and self-esteem of children
5. To relate learning to previous experiences and understandings
6. To ensure that teachers, support staff, Governors and parents understand the role of our assessments

Children will:

- Have opportunities to talk with adults about their work
- Have opportunities to reflect at different points throughout the day
- Get feedback on their learning in a range of ways
- Know what good looks like and be motivated to be the best they can be
- Know the targets that they are working on, including step 7 targets for Special Educational Needs & Disability (SEND) children
- Be involved in defining success criteria linked to the objective
- Have opportunities to evaluate their work with a partner

Teachers will:

- Identify clear learning objectives and develop success criteria that children understand and ensure this is reflected in planning
- Have high expectations of learning outcomes
- Build time for reviewing progress and providing feedback into short term planning
- Be confident in a range of strategies for day to day assessment
- Develop a class ethos that encourages risk taking and that values all contributions to building learning
- Provide written and oral feedback that identifies successes and scaffolds how further progress can be made
- Support parents/carers in engaging positively with their child's learning
- Use summative assessments to identify areas of strength and areas they need to develop in their own teaching
- Differentiate the work to meet the needs of all children, including those with SEND requirements

Parents will:

- Be an equal partner with the school in their child's learning
- Understand how their children best learn and will apply this to supporting learning at home and at school
- Engage in positive discussion about their child's learning
- Be provided with accessible information on progression in learning
- Attend opportunities to be made aware of the big picture of children's learning.

4. EFFECTIVE STRATEGIES FOR DAY TO DAY ASSESSMENT FOR CORE AND FOUNDATION SUBJECTS

Questioning

- Use questions to assess children's prior knowledge and starting point
- Adapt learning activity as a result
- Ask a range of questions from literal to high order
- Use thinking time and talk partners to ensure all children are engaged in answering questions

Observing

- Watch children and listen to their discussions
- Make planned observations of particular groups of children to support their learning in the lesson

Discussing

- Follow up responses to assess understanding or misconceptions and to resolve difficulties within the lesson
- Hold informed discussions with individuals and groups to discuss progress, targets and self-assessment in order to scaffold learning

Analysing

- Mark and assess work with children to identify common errors or misconceptions and to guide children on how to improve
- Discuss with the children their responses to the tasks set to assess their achievement against the learning objectives and success criteria

Checking understanding

- Carry out recall tests to check knowledge and speed of recall e.g. multiplication facts or spellings
- Introduce brief review checks on what has been taught in order to identify what needs revision and to guide future planning

Engaging children in reviewing progress

- Develop self and peer assessment in which pairs/ groups determine what they know and can do, what still challenges them and what the next steps will be
- Carry out sustained feedback with individuals to check progress and to plan future learning
- To use purple polishing pens to edit and improve their work, and also to answer questions teachers have posed

5. EVIDENCE OF LEARNING

Each child's progress and attainment is tracked on the school's online system (Educater) that follows the child through the school. Pupil's attainment in Reading, Writing, Maths and Science is updated termly during the academic year. Regular pupil progress meetings take place between teachers and the Senior Leadership Team SLT to discuss the performance of learners, monitor their progress and identify intervention or strategies that will move a child's learning forward.

Pupil progress is tracked against the objectives in the National Curriculum (2014). This takes the criteria of Emerging, Developing and Secure.

Assessment in RE is carried out at the end of a unit and pupil progress is updated on the Diocesan excel document. Assessment in Science focuses upon scientific enquiry and the National Curriculum (NC) units of work in each year group. End of unit tests are carried out at the end of a topic and an overall teacher assessment of attainment is added on Educater at the end of each term.

6. SUMMATIVE ASSESSMENTS

The standardised tests currently in use are:

Reception: Foundation Stage Profile

Year 1: English and Maths ongoing assessments
 Statutory Phonics Test

Year 2:	National Curriculum Key Stage One Tests for: Reading and Maths. Teacher Assessment for Writing
Year 3:	Reading, Grammar & Punctuation and Maths.(optional tests by AQA*) Teacher Assessment for Writing
Year 4:	Reading, Grammar & Punctuation and Maths (optional tests by AQA*) Teacher Assessment for Writing
Year 5:	Reading, Grammar & Punctuation and Maths. (optional tests by AQA*) Teacher Assessment for Writing
Year 6:	National Curriculum Key Stage Two Statutory Assessment and Tests for Reading, Grammar & Punctuation and Maths. Teacher Assessment for Writing and Science

*AQA – Assessment and Qualifications Alliance

Summative assessments will be used to:

- Check on individual children's progress
- Identify any groups [gender/ ethnicity/ ability etc] that have not made progress or have made above average progress
- Identify any subject areas where progress has not been made
- Identify any gaps in teaching or classroom approaches
- Compare with all relevant benchmark and comparative data

The analysis of data will be used to:

- Give feedback to children and parents/carers about how well the child has performed and where they need to focus in future
- Identify pupils who are on track to achieve ARE (Age related expectations)
- Inform the process of setting targets for individuals and year groups
- Generate diagnostic information for future learning and teaching
- Prompt discussion with individual teachers in performance management interviews and pupil progress meetings
- Prompt discussion with all staff on how learning can be supported
- Inform support services when referring or reviewing children with SEND
- Give feedback to Governors on our target setting process, our achievements and areas for improvement
- Inform our School Improvement Plan

7. REPORTING

The Foundation Stage Profile is discussed with parents at the beginning and end of the academic year in Reception. A written report covering all areas of the Foundation Stage is given at the end of the Reception year.

Parents in KS1 and KS2 are encouraged to communicate regularly with class teachers and parents will be invited in to school if the need arises.

There are formal parents' evenings in Autumn Term and Spring Term where parents have the opportunity to look at their child's work and discuss and their child's progress with the class teacher. At both these meetings parents receive written information regarding their child's performance at school, their effort made and steps needed to support their learning further.

In July parents receive the Annual written report. As well as being invited to make a written comment on the report, parents are also able to make individual appointments to see teachers if there is a need, facilitated by the open-door policy the school operates.

8. REVIEW

This policy will be reviewed every year or as required by changes in legislation.