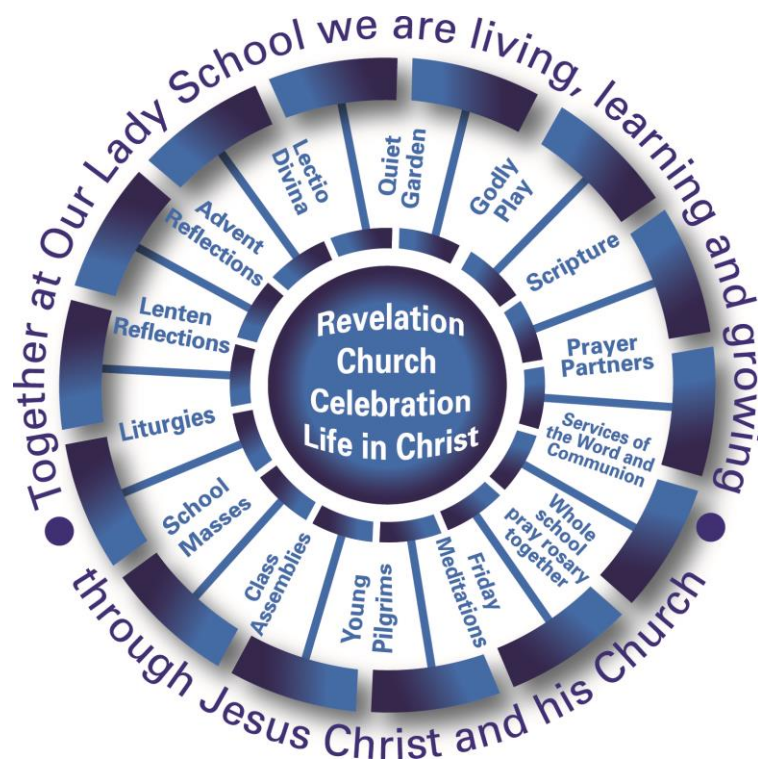




Our Lady Catholic Primary School

Assessment Policy



The Diocese of Westminster Academy Trust
a Catholic Academy

June 2020

Introduction

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our values of inclusion, empowering everyone to learn and thrive.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Its purpose is to:

- be an integral part of curricular planning.
- Support the pupils' learning
- Provide information for teachers and parents
- Offer opportunities for progression and differentiation
- Teachers use APP (assessing pupil progress) in the core subjects as part of assessment for learning. Plans are annotated daily as required

Assessment at Our Lady Catholic Primary School

At Our Lady we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

To assess pupils in Key Stage One and Two we use the *Stick Mark Boom* assessment system (please see marking and feedback policy for further information)

In-school formative assessment

Formative assessment is used daily in all lessons. It allows teachers to assess children's understanding quickly, form judgements on how best to correct misconceptions and support gaps in knowledge. This short term assessment allows teachers to adapt planning and change the focus for future learning.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.

- Short re-cap quizzes or recall of facts.
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson using the Stick Mark Boom steps to success.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

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
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

At Our Lady we use the *Stick Mark Boom* assessment system to assess and track progress in Key Stage One and Two. Each child is assessed to show if they are working towards, working at or working above the year group standards as per the National Curriculum. In the Early Years pupils are assessed termly using the Early Learning Outcomes and Early Learning Goals.

Internal and external moderation is welcomed and happens regularly at an in-school county and local level.

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
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Collecting and using data

Assessment data is collected at the end of each term to assess progress and current attainment. Assessment data is used to support individual and class next steps in learning.

Reporting to parents

Parents receive verbal feedback from teachers at least twice a year and written feedback via the end of year report in July as to their child's assessment progress. Parents are informed whether children are meeting age-related expectations and given feedback about their progress in the end of year report.

Early Years Profile and Statutory Tests results in Y2 and Y6 are shared with parents and state whether children have reached the expected standard in the end of year reports.

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.

Monitoring

This policy is to be reviewed by the senior leadership team and governing body in