



St Brendan's RC Primary School

Assessment Policy

**Love life,
Love learning,
Achieve together in God's love.**

Aims

At St Brendan's RC Primary School, planning and assessment are always carried out for a purpose with the intrinsic aim of supporting and developing pupil progress. Assessment that is both valid and reliable is invaluable in offering rigorous, systematic information to teachers to inform their future planning.

The aim of this policy is to ensure a consistency of approach to assessment within St Brendan's RC Primary School. This document will offer guidelines and procedures to ensure that Assessment for Learning is at the heart of all that we do. By maximising the rate of learning in our classrooms, we will in turn maximise the life chances of all of our pupils.

This policy should be used in conjunction with the Feedback and Marking Policy and Teaching and Learning Policy.

For assessment in the EYFS please see relevant policy.

Principles of Effective Assessment in our School

Effective, purposeful assessment at St Brendan's RC Primary school is to:

- Gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties.
- Build up a body of evidence for a child's attainment and progress over time and identify any gaps in learning to further raise this attainment and progress.
- Report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time,
- Comply with statutory requirements,
- Raise standards of attainment and progress, plus improve pupil attitudes and responses to feedback,
- Understand and consistently use formative and summative assessment throughout the whole school,
- Enable the active involvement of pupils in their own learning through providing effective feedback. This will further close the gap between present performance and the 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 pupils,
- Provide information to ensure continuity when the pupils change school or year group,
- Enable teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons e.g. through identifying misconceptions or gaps in learning,
- Draw upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child,
- Track pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement (e.g. children who need further support in additional interventions),
- Be integral to lesson planning to raise pupil progress/attainment,
- Provide information which can be used by parents or carers to understand their child's strengths, areas to develop and overall progress. Also it provides guidance about how parents/carers can support their child's learning,
- Be fairly administered and accurate – standardised (i.e. use the same criteria) and moderated internally (and externally where possible),
- Be accessible to teachers / pupils / governors and parents in an appropriate format or formats.

Types of Assessment

Formative Assessment

This is the ongoing assessment carried out daily by the teachers both formally and informally. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against key learning indicators such as learning objectives and success criteria.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- Clear communication of learning objectives and success criteria,
- Marking in accordance with the school Marking and Feedback Policy. This includes marking during the lessons to challenge learning further or address misconceptions, plus marking after the lesson to provide pupils with next steps for their learning,
- Teacher assessment of pupils' performance on task,
- Teacher observation of pupils during lessons,
- WILF grids with the success criteria that the children need to meet in order to achieve,
- Teacher / pupil discussion and questioning (including higher order question)
- Pupil self-evaluation – pupils will be given opportunities to evaluate their learning against the success criteria from the start of the lesson. Teachers will share assessment data with pupils and use this data to set targets for progression
- Peer evaluation
- Teacher assessment of pupils' written work
- Pupils' performance in formal assessments

Summative Assessment

Formal summative assessments occur at least termly. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Data (in the form of levels) is recorded every term on to Target Tracker, which allows detailed analysis. This data is discussed termly in Pupil Progress meetings to identify those children who are making good progress and also those who may need further intervention to close the gaps and prevent them from falling behind.

Purpose of Assessment

Diagnostic

Diagnostic assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Targeted funding
- Pupil Progress and achievement

Using the Outcomes of Formative and Summative Assessment

Class Teachers

Class teachers use the outcomes of assessment to identify individual, group and class strengths, plus areas of learning that needs improvement. Teachers use assessment to identify misconceptions and gaps within learning. This then informs next steps to a child's learning, individual targets and the teacher's planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.

Assessment data also helps to gather evidence for SEN children who have (or may need) a concern form, Education Plan or EHCP in place. It helps to review whether targets have been met and to set new targets and next steps.

Subject Leaders

Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put into place.

SLT

SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis. Data analysis is also used to structure appraisal targets. It also provides a basis for reporting to relevant parties and informs objectives on the School Impact Plan.

Judgements

It is important that judgements are consistent across the school. To ensure this:

- Teachers use on-going assessment against NC expectations during each term. This looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term, teachers use formal assessments to review knowledge of pupils and make a judgement on attainment and progress.

For each year group, our judgements are recorded termly on Target Tracker. These judgements are in the form of the following levels for each year group expectations:

B	B+	W	W+	S	S+
Beginning	Beginning+	Within	Within+	Secure	Secure+

Beginning and Beginning +

Pupils are **beginning** to achieve some of the learning objectives the year group.

Within this there is also a '+' section: **beginning +**. When a child enters into **beginning +** they are now covering more of the statements in this age band/group.

Within and Within +

The pupil is **working within** the year group expectations and is meeting many of the learning objectives but has not yet met all of the objectives to achieve **secure** yet.

Within this there is also a '+' section **within +**. When a child enters into **within +** they are now covering more of the statements in this age band/group.

Secure

The pupil is confident in the coverage for this age band/group. There is evidence (in assessment tests and work books) for every national curriculum objective for this year group and they have all been successfully achieved.

Secure +

If a child enters **Secure +**, this represents that the child is working at a greater depth level within the year group and they have attained a more thorough and wide ranging grasp of the content and concepts.

Monitoring and Evaluation

Monitoring ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with SLT
- Target Tracker – updated termly for Reading, Writing and Maths and also all other subjects
- Monitoring pupils' work by SLT
- Interview with pupils by subject and assessment leaders (use of pupil voice)
- Learning walks
- Lesson observations

Evaluation ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings

Moderation

Moderation (both internally and externally) confirms that judgements are consistent throughout the school, cluster and local authority. It is essential to ensure accuracy and parity of assessment. Moderation takes place:

- In key stage meetings
- In staff meetings
- In cluster moderation meetings
- During Year 6 moderation courses (in Autumn and Spring)
- In SLT meetings
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.
- External moderation for EYFS and Y6.

Recording

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their daily routine – to remind them of children's achievement progress to identify which children need additional support or further challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessments.

Formal records include:

- Individual pupil record
- Information held on Target Tracker
- Pupil progress meeting records
- SEN information
- EYFS profile and baseline assessments
- Children who are accessing booster groups
- Reports sent out to parents (interim reports twice a year and the end of year report)

Reporting

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the headteacher is sent to parents annually. An interim report also informs parents of their child's progress and is sent home at the end of autumn and spring terms, offering an opportunity for parents and children to comment.
- Verbal reports are given to parents in the autumn and spring terms at Parents' Evening.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered and relevant action taken.
- The results of statutory assessment at EYFS and KS2 are reported to parents.
- SEN updates and concerns
- Phonics Screening Check results
- Multiplication Tables Check results

Reporting to Governors

Assessment is provided for governors to enable them to challenge school performance. Reporting to the governors includes:

- Headteacher termly report to governors
- Anonymised data for cohorts, groups (e.g. intervention) and categories (e.g. Pupil Premium) children
- Specific data requested by governors
- Analysis of assessments
- Information from SIP visits

Reporting to the LA/DFE

The school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DFE. Currently these are:

- EYFS Outcomes
- Y1 Phonic outcomes
- End of KS2 outcomes

Transition

It is important that accurate assessment information is transferred with children when they change teachers and/or school. At St Brendan's RC Primary School this involves: passing summary data on to secondary schools (usually Thornleigh), taking part in transition meetings to discuss setting in Year 7 and speaking to secondary SENCo as required. Data will be passed onto secondary schools using 'sixintoseven' portal.

Equal Opportunities

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

Social, Moral, Spiritual and Cultural

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

Calendar of Summative Assessment

	Assessment	Users	Person responsible
September	EYFS Baseline	To create a measurable baseline from which to measure children's progress	EYFS staff – this information needs to be collated ASAP and shared with HT
	Teacher Assessment for Maths, Reading, Writing, Spelling, Grammar and Punctuation and Phonics assessment	Informal testing Cold write Read Write Inc	Class teacher This provides information for: - new year group groupings - Identifies any children who may have fallen behind over the summer and need additional support - Informs children's current abilities - Informs planning
October	Staff Appraisal	Professional discussion between HT/SLT and teachers about the expectations for the year ahead and data and targets are set	Class Teacher, Headteacher and SLT
November	Curriculum Committee	To share pupil attainment and progress with governors. Governors to ask challenging questions of HT regarding data.	Curriculum Committee and Headteacher
December	Formal Testing Maths assessment	Read Write Inc Phonics assessments/Phonics	Class teacher

	Reading assessment Spelling, Grammar and Punctuation assessment and Phonics assessment	Screening Check baseline Spelling test to match Spelling Shed NFER or SATs Reading assessment Cold write using the assessment checklist for writing NFER or SATs SPaG Power Maths termly assessments or SATs.	Class teacher to update Target Tracker
	Pupil Progress Meeting	Professional discussion between teachers and SLT about the progress of their class and % of their class that are on track. Booster groups formed. Discussion regarding possible 'Closing the Gap' strategies for those who are behind. Discussions of the impact of boosting.	Class teacher is expected to bring relevant sheets completed with data analysis for a meeting with SLT. SENCo involved in meeting to suggest 'closing the gap' strategies.
	EP Update	Class teachers to measure SEN children's progress against their own individual targets. Concern form or support plan created or updated.	Completed by class teachers and shared with parents
February	Curriculum Committee	To share pupil attainment and progress with governors. Governors to ask challenging questions of HT regarding data.	Curriculum Committee and Headteacher
	Teacher Assessment for Maths, Reading, Writing, Spelling, Grammar and Punctuation and Phonics assessment	Informal testing Cold write Read Write Inc	Class teacher This provides information for: - new year group groupings - Informs children's current abilities - Identifies any children who need boosting - Informs planning
April	Formal Testing Maths assessment Reading assessment Spelling, Grammar and Punctuation assessment and Phonics assessment	Read Write Inc Phonics assessments/Phonics Screening Check mock NFER or SATs Reading assessment Cold write using the assessment checklist for writing	Class teacher Class teacher to update Target Tracker

		Spelling test to match Spelling Shed NFER or SATs SPaG Power Maths termly assessments or SATs.	
	Pupil Progress Meetings	Professional discussion between teachers and SLT about the progress of their class and % of their class that are on track. Booster groups formed. Discussion regarding possible 'Closing the Gap' strategies for those who are behind. Discussions of the impact of boosting	Class teacher is expected to bring relevant sheets completed with data for a meeting with SLT. SENCo involved in meeting to suggest 'closing the gap' strategies.
	EP Update	Class teachers to measure SEN children's progress against their own individual targets. Concern form or support plan created or updated. Targets reviewed and new targets set.	Completed by class teachers and shared with parents
May	KS2 Statutory Assessments for Reading, Writing, Maths and SPAG (SATs)	To create an end of Key Stage judgement for children	Headteacher (alongside Y6 teacher) Results need to be formally shared with parents and updated to relevant authorities.
May/June			
June	Phonics Screening Check results	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application.	Y1 teacher/SLT Results need to be formally shared with parents and updated to relevant authorities.
	Multiplication Check results	To ensure Y4 children's times tables knowledge is at the expected level.	Year 4 teacher/SLT Results will be shared with parents.
June/July	Formal Testing Maths assessment Reading assessment Spelling, Grammar and Punctuation assessment and Phonics assessment (Y1, Y3, Y4, Y5)	Optional KS1 SATs assessments (Reading, Writing, Maths and SPAG) NFER SPaG and Reading Cold write using the assessment checklist for writing Spelling test to match Spelling Shed	To create an end of Key Stage judgement for children Class teacher Class teacher to update Target Tracker

		Power Maths termly assessments or SATs.	
	Optional KS1 SATs assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage judgement for children	Class teacher
	EYFS Profile	To give a summative end to the children's Reception year	Reception Teacher Results need to be formally shared with parents and updated to relevant authorities.
	Full Governors	To share pupil attainment and progress with governors. Governors to ask challenging questions of HT regarding data.	Curriculum Committee and Headteacher
July	Pupil Progress Review	Professional discussion between teachers and SLT about the progress of their class and % of their class that are on track. Booster groups formed. Discussion regarding possible 'Closing the Gap' strategies for those who are behind. Discussions about the impact of boosting and identifying children who will need additional support in the next year group	Class teacher is expected to bring relevant sheets completed with data for a meeting with SLT. SENCo involved in meeting to suggest 'closing the gap' strategies.
	EP Update	Class teachers to measure SEN children's progress against their own individual targets Teachers to set new targets for pupils to transition into their new class.	Completed by parents and shared with Parents
	End of Year	Update target tracker	Class teachers – pass on information to the new class teacher
	End of Year transition	Discussions with the next class teacher Discussions about summative data	

Document history

Date	Amendments
February 2016	Policy updated to reflect Assessment Without Levels
April 2019	Policy updated to revise changes in Assessment Resources and to update Assessment timetable
April 2024	Renewed and updated with new assessments