



Mission Statement: To love, to learn with God in our hearts

Policy revised: MARCH 2021

Review Date: MARCH 2022

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.
(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Aims and Principles of Assessment

The main aim of assessment is to recognise the strengths and talents of pupils, and to identify and support their areas for development. Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals. Assessments are used to inform teachers, parents, governors, the Local Authority (LA) and other relevant bodies about the progress that children make.

The School aims to ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- Assessment is achieved without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used.

Delivery

At St John Evangelist Catholic Primary School, we use three broad overarching forms of assessment:

1. 'Day to Day In-School Formative Assessment'
2. 'In-School Summative Assessment'
3. 'Nationally Standardised Summative Assessments'

Day-to-Day in-school formative assessment

'Day to Day in-school formative assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day to Day in-school formative assessment', we will:

- Support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

A range of 'Day to Day in-school formative assessment', will be used including, for example:

- Making use of rich question and answers
- Timely, effective and targeted feedback during lessons, identifying areas of misconception to be rectified and areas for enrichment and progression.
- Feedforward opportunities provided for children following the lesson and the teacher's assessment of the learning completed. Children should be given targeted and effective feedback enabling them to move their learning forward, identify and rectify misconceptions and consolidate their learning.
- Observational assessments
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment
- Peer marking

'In-school summative assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes.

Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example:

- End of year tests
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEND
- Termly assessment relating to the National Curriculum age related expectations (e.g. Banding at 1 secure) reported on Target Tracker for spoken language, reading, writing, maths and science.
- Termly assessments relating to the age-related standards in Religious Education
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- Baseline Assessment in Reception
- Year 1 Phonics screening check
- National Curriculum tests and teacher assessments at the end of Key Stage 1
- Year 4 National Times Tables Check
- National Curriculum tests at the end of Key Stage 2.

Tracking

Assessment is a regular agenda item at staff and business meetings so that all staff understand the importance and purpose of ongoing assessment and are making informed decisions to update the school assessment tracker, effectively.

End of term assessment data for reading, writing and mathematics is entered into the school tracker and analysed by the Headteacher, Deputy Headteacher and Assistant Headteacher who invite class teachers to a pupil progress review meeting where class, group and individual pupil progress are discussed and analysed and pupils making insufficient progress are identified for intervention.

Each term, there will be a series of phase (Key Stage) meetings dedicated to the monitoring of pupil progress across the Key Stage. Work will be scrutinised and moderated in reading, writing and maths. This will inform future target setting, medium and long term planning.

We are part of the Islington Maamulaha network, meeting with other schools across Islington each term to moderate an aspect of the curriculum, checking for consistency across the borough with to ensure our judgments are in line with National standards.

Assessment criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group 'bands,' (Band 1-Band 6) which will be divided as follows:

Beginning, Beginning +, Within, Within +, Secure, Secure +

Reporting to parents

Parents are invited to attend two consultations per year (in October of the autumn term and in the second half of the spring term) in order to discuss their child's progress.

Parents receive a written report in July, summarising the year's work. Year 6 parents also receive a summary of the National Curriculum standards their child has attained in their end of Key Stage tests. Year 1 parents receive a summary of their child's attainment in the Year 1 Phonics screening check.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be

an emphasis on teachers having a good understanding of assessment and assessment practice.

The senior leadership team will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.