



## ASSESSMENT POLICY

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-final-report>)

### Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and 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.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- **a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'**

### Delivery

At St Mary's, we use three broad overarching forms of assessment: 'Day to Day In- School Formative Assessment', 'In-School Summative Assessment' and '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
- - following Day-to- Day assessments record and report progress to parents, providing **parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.**

**A range of 'Day-to-Day In-School Formative Assessments',** which employ Assessment for Learning at their core. **Information about what a child knows, understands and is able to do is used by both the teacher and the child to determine where children are in their learning and what they need to do to achieve the end of year expectations.**

In Maths (which is a focus in 2016-2017) we have introduced Maths Passports which challenge children in all years and will ensure that end of year expectations (in mental arithmetic) are shared with them in a more meaningful way.

Other strategies we use include:

- - Observational assessments
- - Regular short re-cap quizzes
- - Scanning work for pupil attainment and development
- - Discussions with children
- - Pupil self-assessment e.g. polishing pen, self-marking against agreed success-criteria (both in green)
- - Peer marking (in purple)
- - Pupil conferencing and partner work

**In-School Formative assessments are moderated at Y2&6 at the Borough's cluster meetings.**

Work in all years is moderated across the Hounslow Catholic Primary Partnership with teachers in each year group meeting once at least twice a year (for ½ a day) to standardise and moderate writing, maths, RE and science.

**'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:**

PUMA termly tests in Mathematics (Y1-6 with Reception too in the summer)

NFER Age Standardised end of year tests in maths and reading at KS2

Short end of topic or unit tests or tasks

Reviews for pupils with SEND and disabilities

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.**

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

- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- **National Curriculum** test and teacher assessments at the end of Key Stage 1

### **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 school makes significant use of technology to assess and in order to support staff, training in the use of Two Build a Profile and Target Tracker.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Acting Deputy Headteacher 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.**

### **Monitoring and Evaluation**

The Acting Deputy Headteacher, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Achievement and Standards Committee.

Consultation with staff: October 2016  
Agreed by the Governing Body: October 2016

To be reviewed in October 2017