

“As unique individuals, we do our best at work and play for the love of God and others.”



St Benedict's Catholic Primary School

Assessment Policy

Written by 'The Key'

Adopted by St Benedict's Catholic Primary School: April 2020

Review Date: April 2023

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches.....	2
5. Collecting and using data.....	4
6. Reporting to parents	4
7. Inclusion.....	5
8. Training.....	5
9. Roles and responsibilities	5
10. Monitoring	5
11. Links with other policies	6

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment is integral to teaching and to ensure that all pupils make the best progress they can make. Teachers use their judgements and commercial tests to assess pupils' strengths and areas for improvement. Assessment should not stand in the way of good teaching and should not become an onerous task. It should be purposeful and information only gathered if it is going to aid learning and progression. It should set high expectations but be fair and inclusive.

4. Assessment approaches

At St Benedict's 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.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

St Benedict's approach to formative assessment:

- Questioning
- Self and peer assessment
- Observations
- Children are given frequent feedback which may be verbal or written to enable them to move on and make progress

4.2 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

St Benedict's approach to summative assessment:

- Twice a year (January and June) children will complete summative assessment tasks in the form of tests in Reading; Spelling, Punctuation & Grammar (SPAG); and Maths. These test results will be used in conjunction with teacher assessment over the year to judge against national expectations. Children will be judged to be Working Towards the expected standard (WT), at Expected Level (EXS) or Exceeding the expected level/ Greater Depth (GDS)
- Teachers will assess writing twice a year (January and June), working with their colleagues to moderate writing based on an agreed set of principles (Cheshire East Consultants guidelines).
- In other subjects, teachers will assess work using pre and post unit questionnaires, quizzes or mind maps (see individual subject overviews for more information). St Benedict's uses schemes to support learning and assessment
- R.E – Bishop Conference levels
- Maths – White Rose Maths
- Reading – Literacy Counts
- Writing – Cheshire East Non-negotiables
- Science – Rising Stars
- PE – Rising Stars
- History – Rising Stars
- Geography – Rising Stars
- Music – Charanga
- Spanish – Lanaguage Angels

- DT and Art – Kapow
- Computing – Kapow
- At least three times a year, pupils with SEND will be reviewed against their targets and new targets set.

4.3 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
- Times Table Multiplication check (Year 4)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

We will collect data only twice a year following assessment week.

Teachers will record their judgements in only one place - on the online platform – FFT.

This data will be used to produce simple tables showing attainment and progress of all pupils and vulnerable group.

This data will inform Pupil Progress meetings and targets for pupils and class teachers

It will be used by the SLT to improve whole school performance and formulate the School Improvement Plan

It will be used to identify and target vulnerable groups who are underperforming

It will be used by the Governors to hold the school to account

6. Reporting to parents

We have a range of strategies to report to parents:

- Annual Report (end of the Summer term)
- Parents evenings (autumn and Spring)

The annual reports to parents will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record to include the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of KS1 or KS2 SATS by subject and grade

7. 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. Their achievements will be reviewed at least three times a year and communicated with parents.

8. Training

Teachers will take part in cross-year group moderation at least once a half term to ensure consistency

Teachers new to a year group will undertake training, where available, with the local authority or another external provider

Teachers will take part in inter school moderation meetings when offered

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every 3 years by the SLT.

All teaching staff are expected to read and follow this policy. The SLT are responsible for ensuring that the policy is followed.

The SLT will monitor the effectiveness of assessment practices across the school, through:

Lesson observations, book looks, pupil progress meetings and assessment weeks.

11. Links with other policies

This assessment policy is linked to:

- Subject policies
- Early Years Foundation Stage policy and procedures
- SEND policy