

Assessment policy

St. Peter's Catholic Academy

Approved by: Zoe Morgan **Date:**

Last reviewed on: October 2023

Next review due by: October 2024

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/carers

Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](#)

Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Good assessment-

- provides information to support progression in learning through planning
- provides information for target setting for individuals, groups and cohorts
- enables the sharing learning goals with children
- involves all children with self-assessment
- helps pupils to know and recognize the standards they are aiming for
- raises standards
- identifies children for intervention
- informs parents and other interested parties of children's progress
- informs self-evaluation of the school
- informs SLT regarding appropriate allocation of physical and human resources in order to address need
- does not unnecessarily increase teacher workload

4. Assessment approaches

At St. Peter's we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 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/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2.1 Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed, that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St. Peter's we:

- Evaluate pupils learning to identify those pupils with particular needs (including those with SEND and the more able) so that any issues can be addressed in subsequent lessons.
- Adjust plans to meet the needs of the pupils, modifying approaches where appropriate.
- Ensure pupils are aware of the lesson focus and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Mark work so that it is constructive and informative in accordance with the marking policy.
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Examples of AFL strategies used at St. Peter's:
 - Mid lesson observation - assessing their learning as it is happening, making planned observations of particular children to support their learning in the classroom.
 - Mini plenaries - discussing e.g. holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
 - Marking alongside children.
 - Checking children's understanding e.g. conducting recall 'flashback' tests, introducing brief review checks that draw upon what has been taught previously.
 - Engaging children in reviewing progress e.g. developing self and peer assessment, review lessons during which teachers carry out sustained feedback with individuals or groups of children in order to identify the progress that has been made, targets achieved and to plan future learning.
 - Working walls displays in the classroom identifying examples of successful work.

4.3 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/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle will include data from:

- Phonics assessment
- Optional Standardised Tests (PUMA and PIRA)
- Ongoing writing assessments/moderation using 'No more marking'.
- End of topic R.E. assessments
- Ongoing teacher assessments foundation subjects to assess coverage and depth of learning

4.3.1 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/carers 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 tables check in year 4
- Teacher assessments at the end of Key Stage 1
- Statutory assessments at the end of KS2

5. Collecting and using data

- Summative data in the core areas is recorded termly in Target Tracker
- Summative data in the foundation subjects is recorded termly using shared SharePoint files
- Data is shared with the local governing body termly
- Data feeds into termly pupil progress meetings

6. Reporting to parents/carers

- Summative data is used to inform parent /teacher discussions during parents' evenings
- Yearly reports include judgements based on summative data in years 1,3,4 and 5.
- Yearly reports include both summative and statutory data in years 2 and 6. They also contain Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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.