

# Cottesmore St Mary Catholic Primary School Assessment Policy

**INTERNAL ONLY - This policy is written for staff**



**'Mane nobiscum Domine'  
(Abide with us O Lord)**

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Policy written by: Rachel Kershaw

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Key person responsible for Assessment: Rachel Kershaw

Other policies linked to this policy: Teaching and Learning Policy; Literacy policy; Numeracy policy; Marking policy, Religious Education Policy

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## *Our Mission*

*God made each one of us, we are all His disciples.*

*We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.*

*We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.*

*Mane nobiscum Domine - Abide with us Lord.*



*We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.*

*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**

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.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including 'Formative Assessment', 'Summative Assessment' and 'Nationally Standardised Summative Assessment.'

### **Assessment into practise at Cottesmore St Mary**

At Cottesmore St Mary's School, we use three broad overarching forms of assessment: 'Formative Assessment', 'Summative Assessment' and 'Nationally Standardised Summative Assessments'. Each of these forms of assessment is explained in greater detail throughout the policy.

## **Formative assessment**

Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development on a day to day basis.

It allows teachers to understand pupil performance on a continuing basis, enabling the teacher 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 (closing the gap type activities) or extension (challenge 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', Cottesmore St Mary School will:

- Support children in measuring their knowledge and understanding against learning intentions 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 ongoing daily assessments, record and report progress to parents via parents' evenings, 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' will be used including, for example:

- Assessment of children against expanded Age Related Expectations (ARE) statements.
- Recording judgements against year group objectives using the FLiC assessment tool.
- Using My Maths, Bug Club, Sum Dog and other online tools.
- Making use of well targeted and deepening questioning and answers.
- Marking of pupils' work, particularly using positive comments (highlighting areas of success) and next steps (highlighting development/improvement areas).
- Observational assessments.
- Regular short re-cap quizzes.
- Scanning work for pupil attainment and development.
- Discussions with children in small groups, individually or as a whole class.
- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success-criteria and / or learning intentions.
- Peer marking.
- Pupil conferencing.

## **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 topic (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 optional tests.
- Short end of topic or unit tests or tasks.
- Regular unaided writing assessment tasks.
- Reviews for pupils with SEN and disabilities.
- Termly monitoring of judgements made against ARE with senior leaders
- Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 1.1 / 3.1) reported on SIMS for Reading, Writing, Maths and Religious Education.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

## **Internal formative and summative assessment in Cottesmore St Mary is enhanced by:**

- Pupils' involvement in self-assessment and peer assessment.
- Half termly pupil progress meetings chaired by the Assessment Leader involving all teachers in the school and their respective Learning Community Leader.
- Termly attainment judgements are recorded and monitored
- The involvement of parents (where applicable) with class teachers.

## **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:

- A Baseline Assessment in Year R (Trialled in 2015 and statutory from 2016)
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1 (SATs)
- National Curriculum tests at the end of Key Stage 2 (SATs)

## **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 programme. In 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 the SIMS school assessment information system and FLiC system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader 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.

### **Assessment information will be used to:**

- Analyse progress throughout the school for groups and individuals.
- Review and amend the curriculum / provision for children throughout the school, where necessary.
- Monitor attainment against national age related expectations.
- Inform the Governing Body of the school's standards and improvement through the Curriculum Committee of the Governing Body.
- In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

### **Reporting to parents**

- We have a range of strategies that keep parents fully informed of their child's progress in school. We hold two parents evening a year in which parents are informed of their child's termly progress, and whether they are on track for national age related expectations, or not.
- Since October 2015 in addition to verbal information regarding children's attainment, progress and next steps, teachers have provided parents with an interim report at parents' evenings. Parents will receive these in October and March each year.
- We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on Religious Education.
- In reports for pupils in Year 2 and Year 6 we provide details of the children's attainment in the national summative tests.
- We offer parents of pupils in Year R the opportunity to discuss the results of the Foundation Stage Profile Assessment with their child's teacher.
- Parents who have concerns regarding their child's progress can also meet with the Deputy Headteacher if they wish to discuss their concerns further.

### **Consistency**

- All subject leaders keep examples of children's work within their subject area.
- Subject leaders use the national exemplification materials (where available) to make judgements about the levels of the children's work.
- All of our teachers discuss these judgements, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.
- Teacher discussions about levels are held in termly moderation meetings with colleagues. Examples of English and maths work are scrutinised and joint decisions made about the child's attainment and next steps.
- It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.



- Additional moderation of teachers' judgements takes place during Cluster and Local Authority moderation, to further ratify our judgements.
- The Deputy Headteacher and other Senior Leaders will termly undertake Quality Assurance work to check the correct judgements have been given.

### **Monitoring and evaluation**

Our Assessment Leader is responsible for monitoring the implementation of this policy. Together with the Headteacher and the Senior Leadership Team they ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents / carers, sampling pupil records and reports and sampling teacher's planning and assessment records. We allocate dedicated leadership time for this vital task. This policy will be reviewed every two years.