

## **ASSESSMENT POLICY**

### **St Thomas More's Catholic Primary School**

#### **RATIONALE**

There are now no explicit requirements from Ofsted as to what a school should have in place in regards to assessment. However, the National Director for Schools, Sean Harford, has stated that any assessment system which a school adopts should be effective at assessing pupils' progress through a school's curriculum and should only aim to support their achievement. It needs to have an impact on their learning. There is no specific frequency or type of feedback or marking which is required, but it must help to deepen pupils' understanding. The amount and type depends upon what is needed for the pupil in order to support their learning. Therefore, any assessment, whether it is in the form of marking, feedback or data, is used to support individual pupils with their learning.

At St Thomas More's, we recognise that assessment is an integral part of the planning, teaching and learning process. It is the means by which we can judge the effectiveness of the learning opportunities we provide for each child in line with our Mission Statement ("to educate and inspire every child to fulfil their unique giftedness in a loving Catholic community"). The purpose of assessment is to improve learning outcomes and therefore the majority of assessing takes place during lessons and when reviewing work, rather than through formal 'test' assessments. However, records of assessments are kept in order to ensure that teachers, and other stakeholders, have access to up-to-date information about the significant attainments and progress of individual pupils. This information is then used to plan provision for individuals and groups, as well as to set and monitor targets.

This policy must be read in conjunction with the *Feedback & marking Policy* as this is integral to effective Assessment for Learning.

#### **AIMS**

- To enable Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress and thereby improve the quality of teaching and learning
- to ensure continuity and progression in learning
- to provide accurate information about pupils' attainment and progress
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- To enable School Leaders to evaluate and continually improve on the quality of provision for all pupils
- To ensure accurate target setting

#### **OBJECTIVES**

**Formative assessment is used effectively to inform teaching and provide for the learning needs of all pupils**

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions

- Ongoing observations
- Opportunities for pupils to make their learning visible in different ways
- Discussions between staff working with groups of pupils
- Verbal and written feedback

**Pupils’ skills, knowledge and achievements are recorded using consistent methods and approaches across the school**

We ensure consistency in teacher assessments by:

- Agreeing details of criteria
- Frequent moderating
- Joining local authority moderation activities
- Discussing consistency in planning sessions/ Staff meetings
- Providing further CPD support where necessary

**Constructive feedback is given to pupils that enables them to have an active role in identifying their own learning needs and how to make progress**

- Discussing areas of development
- Reminding pupils of their targets and discussing progress towards them
- Pupils are expected to be able to talk about their learning and progress

**To have a consistent approach to assessment record-keeping**

- Teachers will keep up-to-date records of attainment on individuals’ attainment against Year Group expectations (Tracking Attainment documents)
- The School Leadership Team will update Target setting document
- Records for Spelling scores, Multiplication Tables are kept in Teachers’ mark books
- Quick Fire Mths Progress is kept in the Assessment folder on the Teachers’ Pool

**To inform parents of their child’s progress and to give advice on how to support learning at home**

We inform parents of pupils’ targets by:

- Meeting with parents formally (Autumn and Spring Terms) and informally
- Sending parents annual written reports (Summer Term)

**Monitor and evaluate pupils’ progress systematically on an individual and school basis, and use the results to plan for improvement**

The Senior Leadership Team and Subject Leaders are responsible for ensuring that:

- Assessments are maintained consistently, and teachers are given advice and support in maintaining them
- Assessment information is used to evaluate provision, improve practice through feedback and advice, and improve attainment and progress

**MONITORING**

Teachers will work together on agreeing standards and setting targets.

Subject Leaders will analyse available data for their subject and use the outcomes to inform School Improvement Planning

The Assessment Manager will monitor this Policy in the following ways:

- ensuring that a central record is kept and used by teachers to keep up-to-

date records (Documents to be found in the Assessment folder on the Teachers' Pool)

- ensuring that targets are set in and that these are in line with children's prior attainment and reviewed half-termly
- in conjunction with the Headteacher, hold termly Progress Review meetings with Staff to monitor and review attainment and progress
- collecting, collating and together with colleagues, analysing results of SATs and Teacher Assessment to provide feedback on progress and attainment

The Assessment Manager will keep the Governing Body informed of implications of the outcomes of assessment at Curriculum Committee meetings. These are reported to the whole Governing Body in Minutes of meetings and any key issues will also be discussed at this wider forum.

### **Sharing information about pupils' attainment**

Information about individuals is restricted under our data protection policy to:

- School staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes

Approved Curriculum Committee:	March 2017
Review:	Bi-Annually
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