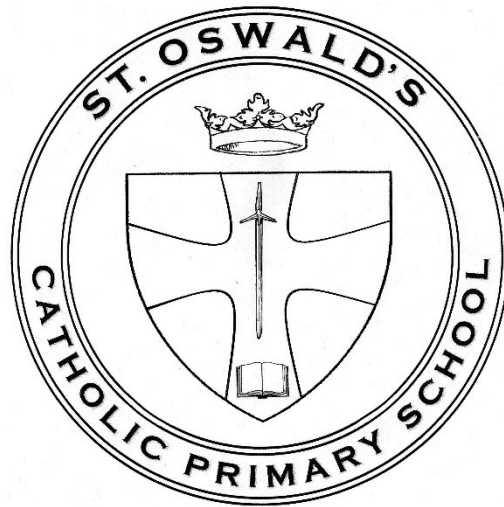


# St Oswald's Catholic Primary School



## Assessment Policy 2024-2025

Approved by:	Approval date	Renewal date

This Assessment Policy is set within the context of the whole school aims and mission statement:

*Together with Jesus,  
We will Learn and Grow in Faith*

## **RATIONALE**

At St. Oswald's Catholic Primary School, we recognise that every pupil, regardless of social background, must be provided with opportunities which enable them to make progress and achieve their full potential. Assessment is the means by which the progress of all pupils is monitored. It provides feedback to the learner and should be used as a tool to inform curriculum planning. Effective teaching and learning can only take place in a climate of continuous formative assessment. Assessment at St. Oswald's Catholic Primary School takes place in many forms and can be used for different purposes.

The purpose of this policy is to support:

- Staff in ensuring a consistent vision of assessment in our school.
- That learning must be embedded to be retained by pupils' overtime and demonstrated in different subjects and contexts.
- Parents in beginning to understand how well their child is doing compared to age related expectations.
- Staff in maintaining and raising the standards of achievement and attainment for all our pupils over time.

## **Aims and Principles of Assessment in St. Oswald's Catholic Primary School**

- To ensure it is integral to high quality, inclusive teaching – planning is supported and informed by effective formative assessment
- To track, monitor and support pupil progress, attainment and wider outcomes and inform target setting
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To support and involve informative and productive conversations with pupils and parents
- To systematically record the overall achievements of all children and inform all stakeholders of school performance and standards
- To include all relevant legislation and guidance
- To ensure that the legal requirements for record-keeping, assessing and reporting are met
- To help pupils to know and recognise the standards they are aiming for;
- To provide feedback which encourages children to take responsibility for achievements, reflect on their own progress, understand their strengths and identify what they need to do to improve

- Be underpinned by confidence that every child can improve
- To enable Senior Leaders to monitor the effectiveness of teaching and learning
- To follow the guidance set out in key Government work load documents and the EEF

### **Key features of Assessment at St. Oswald's Catholic Primary School**

The primary purpose of assessment is to help all children to make progress and reach their potential. This will be achieved by considering the following:

- Assessment information is gathered from looking at what pupils already know, understand and can do to inform planning
- Will be informed by their teachers/parents/previous providers as appropriate
- Enable teachers to plan appropriate teaching and learning by using assessment outcomes to plan future instruction
- Crucial knowledge and skills are identified and children are assessed against this
- Relate to shared learning intent and intended learning outcomes
- Involve success criteria that is shared and work is assessed against this
- Identify pupils who are falling behind in their learning and identify pupils who may need additional support
- Enable all pupils to make good progress and achieve well compared to age-appropriate expectations and their starting points
- Enable pupils to understand how to improve as a result of timely feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Provide information to evaluate work, and amend planning at whole school, class and individual pupil levels

### **Assessment Framework**

To support effective teaching and learning, teachers use:

- Diagnostic assessments – check prior learning and inform planning
- Formative assessments – provide feedback to the learner and teacher
- Benchmark assessments (post-unit) -check learning and inform the curriculum
- Summative assessments-check retention and inform the curriculum

We make good use of formative, diagnostic and summative assessment approaches and ensure the correct balance between these approaches. These outcomes are shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress. At the core of our policy is the recognition that high quality formative assessment will have

a greater impact on rates of pupil progress than too frequent summative assessments.

The school's curriculum is the primary tool to ensure children know and remember more. The curriculum provides the framework of what we intend children to learn. The curriculum intent allows us to create the outcomes against which we can assess whether children have achieved the intent or not.

### **Diagnostic Assessments/Pre-Learning check**

These are vital in ensuring children are retaining their learning. In this way they ensure that children have remembered what they have learnt overtime and link units of work to show progress. These assessments/checks take place at the beginning of new learning and check that the prior learning has been retained. Teachers would use this information to review learning and decide if a child needs to revisit, consolidate or move on in the learning.

### **Formative Assessment** (Assessment for Learning)

Assessment for learning is an active and ongoing process in the classroom between the teacher and the child. It focuses on how children learn and is central to classroom practice and planning. Peer and self-assessment are standard practice throughout the school in line with the feedback policy.

- 1.** Assessment will inform about pupils' knowledge and understanding of the topic, concept or skills –whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.
- 2.** Assessment should be shared with pupils in a way that helps them to understand what they need to do to improve – orally (through targeted question and answer), in writing or through an alternative form of communication (to individuals, group or class). It must always be meaningful for pupils and manageable for teachers.
- 3.** Assessment should have a purpose that pupils can apply to their own learning in order to impact on progress.
- 4.** Assessment approaches should be inclusive of all abilities.
- 5.** Assessment should be used to inform future planning and adapt subsequent teaching in lessons. It should be highly evident in written work that learning is outcome driven and therefore has a clear purpose to drive progression for all pupils.
- 6.** The recording of assessments must have a purpose and should clearly impact on practice (teaching & learning and organisation of additional support/intervention). It therefore needs to be closely monitored and analysed by all parties involved in the education of pupils.

The following areas are all part of formative assessment:

- clarifying learning objectives and the success criteria based on what the crucial knowledge is – at the planning stage;
- sharing learning objectives and its context with pupils when teaching;
- retrieval practice at the beginning of each lesson in order to ensure that children

remember and can recall prior knowledge – Flashback 4

- opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- ongoing observations
- plenary checks of understanding within lessons
- involving pupils in self-evaluation against the learning objectives;
- discussions between staff working with groups of pupils
- focusing verbal and written feedback around the learning objectives of the lesson and pupil's needs
- using appropriate questioning during the lesson;
- planning of pre-learning activities
- informing teacher's planning in the sequence of lessons – move on, consolidate, revisit;
- raising pupil self-esteem through the use of positive language and through the celebration of achievement.

Teachers evidence formative assessments through pupil books. Monitoring of pupil books forms an integral part of demonstrating when an objective has been attained and whether a pupil is secure with this. Overall assessment grades for all subject areas are recorded twice a year in KS1 and KS2 on Arbor (end of Autumn term and end of Summer term 1) and correlate with pupils being on track to achieve End of Year expectations and National Curriculum PoS. Teachers record against curriculum taught. The vocabulary used for grading follows national requirements for end of KS1 and end of KS2.

All teacher assessments are collated electronically on Arbor.

<b>Significantly Below</b> (SEND – significantly below age related expectations –Pre-Key Stage, Engagement Model))	<b>SB</b>
<b>Working Towards</b> (those pupils beginning to work with age related expectations but not yet secure)	<b>WT</b>
<b>Expected</b> (those pupils working securely at age related expectations)	<b>EX</b>
<b>Working Above</b> (those pupils showing a greater depth of understanding of age-related expectations)	<b>GD</b>

## **Post unit assessment**

These tasks are matched to the school's curriculum and take place at the end of a unit taught to assess how much learning from the unit has been retained and understood. These allow teachers to modify instruction by identifying children who need consolidation. This information can be used to identify the impact that the curriculum is having on pupils' learning. Post unit assessments may be in the form of synoptic tasks, multiple choice quizzes, an extended piece of writing and may be recorded in a variety of formats eg using ICT.

## **Summative Assessment** (Assessment of Learning)

Assessment of learning is the means by which pupil's learning over time is evaluated and the progress of pupils is monitored. This includes post learning assessment tasks, end of year NFER tests (Y1-Y5) and teacher assessments, baseline (Reception), Phonics screening test, Multiplication Tables check and end of key stage tests (Y6).

End of year NFER standardised tests are carried out in Reading and Maths in Y1-Y5 and GPS in Y3-Y5. They will be used to identify children at risk compared to their peers. All summer summative data in RWM will be collected and analysed to identify the priorities for provision for the pupils in the sixth half term. This will allow these judgements to be linked to pupil's next steps and linked to curriculum priorities.

All tests are undertaken in collaboration with teacher assessments to ensure an accurate reflection of attainment and progress is gained from a variety of sources. This is then used to drive subsequent teaching with a focus on addressing gaps in learning and misconceptions.

Other subjects will be evidenced by the children's outcomes of pre and post assessment against the curriculum.

Children (bar any necessary exceptions) will take part in all Statutory assessment practices with all necessary modified materials and arrangements put into place.

- Reception Baseline
- EYFSP
- Phonics Year 1
- Phonics Year 2 (Recheck)
- Year 4 Multiplication Check
- Year 6 KS2 tests and TA

Outcomes will help to provide the information that allows school leaders and governors to make judgements about the effectiveness of the school's; leadership and management, teaching and learning, and the schools performance against its own attainment over time and against national standards. They will provide information to inform the school's strategic planning

## **Pupil Feedback**

Marking and feedback should be a constructive process that focuses on:

- what children have done well
- what they need to improve

(Please see Feedback and Marking Policy)

## **Assessment in Early Years (EYFS)**

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages in EYFS. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs. This will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.
- The EYFS Profile (EYFSP) – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing children, practitioners will draw on their knowledge of the child and their professional expertise and experience, and will not be required to prove their judgements through the collection of physical evidence.

To provide a fully-rounded picture of a child's development, practitioners will actively engage the child, their parents and other adults who have significant interaction with the child in the assessment process.

Teacher assessment grades are recorded three times a year (a baseline assessment within the first 6 weeks, the end of Autumn term and end of Summer term) and correlate with pupils being on track to achieve End of Year expectations. Teachers record against curriculum taught. Children are assessed as working at the expected standard, or working towards the expected standard.

Parents will be kept up-to-date with their child's progress and development, and EYFS practitioners will address any learning and development needs in partnership with parents. The Class Dojo app will be used as a communication tool between teachers and families.

### **Pupil Progress Meetings**

At the end of each term, Pupil Progress Meetings are scheduled between the class teacher and SLT in order to review progress made, assessment data, current interventions, pastoral issues, medical/healthcare needs and attendance and punctuality. Data is analysed to ensure that all pupils in all groups (CLA, PP, SEND, EAL etc) are making progress.

The class teacher will also identify children who are not at the expected standard for the year group. The class teacher will plan support accordingly and feedback on their progress in the next Pupil Progress Meeting.

Provision Plans are analysed to ensure that all groups of WT pupils with SEND are provided with the necessary interventions and these are evaluated in order to assess their impact.

Targets are set for identified children during these meetings, based on information from teacher assessments and from statutory testing.

### **Transition Meetings**

External visits to nurseries take place in Summer term 2.

Prior to children joining Nursery or Reception, meetings take place to allow parents to share information regarding children.

EYFS Profile data will be used to inform parents of their child's development and support a successful transition to KS1 through professional dialogue between EYFS and Y1 teachers.

All teachers have transition meetings in the summer term with the receiving class teachers to discuss children's learning needs and attainment. Detailed handover notes are completed and retained on the shared drive.

A 'Moving Day' for all children is timetabled in summer term 2 so all children can meet their new teacher and LSAs in their new classroom. Additional transition is planned in for identified children.

Transition meetings take place between Y6 staff and receiving secondary schools and transfer forms are completed with all assessment information.

SEND specific secondary transition forms are completed by the SENDCO.

All Y6 have a 'transition day' organised by the LEA. Additional transition to secondary schools takes place for identified children in Y6.

### **Reporting to Parents/Carers**

At St. Oswald's Catholic Primary, we aim to keep parents/ carers fully informed about the progress of their children and we encourage them to contact school if they have any concerns or queries regarding the progress of their child. Meetings are also scheduled as appropriate with the SENDCOs or members of the Pastoral team for pupils who are



identified as needing additional support in their academic learning, learning behaviours or social/emotional wellbeing.

Parents Evenings are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school.

There are two scheduled times during the school year:

- Autumn Term 1 – a face to face meeting to discuss transition to the year group and to ensure that parents understand their child’s strengths/targets and performance against year group expectations.
- Spring Term 2 - a more formal meeting where parents discuss their child’s progress towards curriculum targets in relation to end of year expectations and have the opportunity to view recorded work in books and classroom learning environments.

Following these two parent meetings, two additional SENDCO meetings are scheduled for parents who wish to meet with the SENDCO to discuss progress or concerns.

Teacher assessments collected at the two assessment data collections are emailed to parents. (Autumn and Summer term)

All outcomes of statutory tests are emailed out to parents.

Written reports are sent to parents at the end of the academic year in July. These reports inform parents of their child’s progress, achievements, dispositions/attitudes to learning and future targets. There is also an opportunity for parents to discuss with teachers any issues arising from this report.

At the end of Autumn term, Spring term and Summer term, their child’s attendance and punctuality are emailed out to parents.

### **Moderation/Standardisation**

Moderation is important to ensure a consistent approach to assessment throughout the school and to ensure judgements are reliable. Moderation meetings will take place regularly throughout the school year to confirm teacher judgements and ensure consistency.

Teachers take part in assessment moderation both internally (within and across year groups), within our network of local schools and as part of the Local Authority moderation process. Each year group has a moderation file which contains all moderation notes for every subject across the year.

Standardisation takes place externally through the year with our local school network and the local authority.

Subject Leaders monitor a selection of workbooks from each class to evaluate coverage, presentation skills and progress made. They will then produce a report which will be given to the class teacher and SLT.

## **Indicator children**

The purpose of indicator children is to allow effective quality assurance of teacher assessment judgements between year groups in schools and for external review meetings. These children moderate the judgements of the teacher and can lead to the adjustment of children within the broad groups. At least two children should be drawn from each of the 'Working towards ARE' and 'Working at ARE' groups and two children from 'Above ARE'. The sample group should be representative of the class in terms of gender, SEND and Disadvantage etc. They should be good attenders and from the middle of the group they represent, not the best or worst. The rest of the class should then be grouped around these indicator children. These are the children's work which is taken to moderation meetings in order to quality assure judgements. The names of these children should be passed to the Assessment Lead at the start of each academic year.

## **Roles and Responsibilities**

The entire teaching team are responsible for ensuring an accurate and effective implementation of this policy. It is monitored rigorously by SLT through discussions with staff, analysis of data, pupil progress meetings, lesson observations, learning walks, pupil voice and planning and work scrutiny.

## **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

## **SLT (Including the Head Teacher and Assessment Lead)**

SLT are responsible for:

- Updating the policy in the light of DFE advice and requirements, the EEF and appropriate workload documents
- Leading the development of the assessment policy
- Organising staff training ensuring development of practice and effective use of assessment systems
- Developing and helping to monitor school assessment policy and practice
- Keeping up to date with current assessment thinking and practice
- Ensuring that assessment priorities are addressed in the School Improvement plan
- Liaising with year group leader, subject coordinators and class teachers
- Organising access arrangements for National Assessments
- Use national standards outcomes to identify and prioritise underachieving pupils across the school
- Setting challenging whole school targets
- Monitoring the quality and accuracy of assessment through engagement with a range of external moderation
- Reporting to Governors on all key aspects of pupil progress and attainment,

including current standards and trends

- Holding teachers to account for the progress of specific groups and individual pupils towards their end of year expectations during appraisal and pupil progress meetings
- Ensuring that there is an up to date and accurate recording of pupils' outcomes
- Ensuring parents are informed about their child's progress, development and targets

### **Subject Leaders**

Subject leaders are responsible for:

- Ensuring all staff are familiar and with the on-going assessment, practice and guidance for their particular subject
- Monitoring standards in their subject according to expectations set out in the school's curriculum.
- Monitor the assessment tasks being carried out against the curriculum to ensure they validate pupil progress
- Being the contact person for their subject for the LA
- Analysing National Statutory test results and internal teacher assessment data in their subjects
- Question level analysis for NFER tests (Y1-Y5) and feedback to assessment lead and year group staff
- Advising staff of outcomes of assessment
- Producing reports to SLT and governors regarding standards and progress in their subject

### **Phase/Year Group Leaders**

Phase/Year group leaders are responsible for:

- Monitoring assessment practices, including marking and strategies used in lessons to ensure consistency of standards across the phase/year group
- Collating assessment collection across the year group and share this with a plan of action with the assessment and curriculum leaders
- Using assessment to inform and drive discussions and future planning
- Use NFER question analysis to inform planning
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Analysing data including progress and attainment of vulnerable groups
- Reviewing the outcomes of summative assessments
- Prioritising key actions to address underachievement of individuals and groups and accelerate progress

### **Class Teachers (in line with Teacher Standards)**

Class teachers are responsible for:

- Making on-going assessments to inform their daily and weekly planning
- Identifying any areas of concern relating to children and their learning, development and emotional needs
- SEND pupils to be assessed and tracked using PIVATs and provision plans updated accordingly. Liaise with SENDCOs to ensure suitable provision which is proving to have impact on outcomes

- Moderating children's work regularly within and across year groups
- Making formal, moderated assessments twice a year
- Keeping a record of children's achievements in line with this policy
- Reporting to parents
- Have a thorough working knowledge of statutory assessment and reporting arrangements
- Administering statutory tests/assessments in relevant year groups
- Administering non-statutory/assessments
- Using Assessment for Learning strategies in their lessons
- Giving children guidance and feedback on their work so they know how to make progress in line with the marking policy
- All books are marked prior to subsequent lessons with marking used to adjust planning in order to meet the needs of the pupils
- Mistakes and misconceptions are picked up within lessons and addressed.
- Pupils are given opportunities to self-assess their work and this impacts on progress.
- Complete pre and post assessment tasks for diagnostic and summative purposes
- Data is analysed effectively to identify intervention groups and additional support.
- Next steps are clearly linked to pupils' targets.
- Knowing and implementing the school's assessment procedures, including the implementation of all marking requirements.
- Monitoring the progress of those they teach and use monitoring information to raise levels of attainment.
- Preparing for pupil progress meetings
- Using marking, assessments, reports and plans to provide pupils with accurate and constructive feedback on strengths and areas for development.
- Actively engaging in pupil progress meetings to raise levels of attainment and progress.
- Using school, local and national statistics to evaluate the effectiveness of their teaching.
- Setting relevant targets for groups and individuals based on prior attainment.
- Using the results from NFER and statutory test analysis to inform planning for their class cohort
- Using data to inform and adapt lesson plans

### **SENDCOs and Intervention Team**

SENDCOs and Intervention Team are responsible for:

- Co-ordinating the identification, support and assessment of children with SEND
- Monitoring and evidencing effectiveness of interventions through tracking, pupil voice and teacher feedback
- Coordinating interventions and monitor and analyse the impact of the interventions
- Provide appropriate CPD and training to staff
- Liaising with LA and staying up to date with available intervention schemes
- Linking with parents to ensure they are kept fully informed with regard to intervention programmes and their impact
- Meeting with relevant staff to ensure the smooth running of interventions and ensuring effective impact

- Supporting teaching and non-teaching staff in planning and delivering learning opportunities for children with SEND
- Monitoring classroom provision for SEND pupils
- Tracking and analysing progress of pupils with SEND
- Prioritise the delivery of interventions based upon the SDP and data analysis

### **Support Staff**

Support staff are responsible for:

- Providing feedback to the teaching staff on progress and attainment of pupils and outcomes of learning activities in class and in interventions
- Seeking guidance and support from teaching staff and Intervention Team on adapting activities to suit the needs of specific groups of pupils

Our SLT ensure that this policy reflects the latest guidance and research/innovation and therefore it is reviewed regularly.

SLT are responsible for auditing the key elements of this policy to ensure that:

- Classroom practice reflects agreed whole school approaches to diagnostic, formative and summative assessment.
- The principles of in school summative assessment are being adhered to.
- The expectations set out in the school curriculum ensures that pupil progress is being accurately recorded.
- The school fully complies with statutory requirements.
- The school liaises with other schools and ITE providers for external moderation and standardisation at regular intervals throughout the academic year.

### **This policy is to be read in conjunction with other policies:**

- Feedback Policy
- Data Protection Policy
- EYFS Policy
- SEND Policy
- Curriculum Policy

The next review will take place Summer term 2025.

Mrs. S. L. McBrien June 2024