



# **St Augustine's Catholic Primary School**

**Be the Best You Can Be**

## **Assessment Policy**

**September 2021- September 2023**

# St Augustine's Assessment Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020) and the Feedback Policy (2021).

This policy outlines the purpose, nature and management of assessment at St. Augustine's Catholic Primary School and has been written in conjunction with the DFE's Assessment Principles 2014.

## INTENT

At St Augustine's, our assessment needs to follow three basic principles. It should:

- 1) **Give reliable information to parents about how their child, and the school, is performing**  
Assessment should allow meaningful tracking of pupils towards end of key stage expectations in the curriculum and include regular feedback to parents. It should provide information which is transferable and easily understood and covers both qualitative and quantitative assessment. Assessment should also differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling. It should be reliable and free from bias.
- 2) **Help drive improvement for pupils and teachers**  
Assessment should be closely linked to improving the quality of teaching. Feedback to pupils should contribute to improved learning and be focussed on specific and tangible objectives. Assessment should also produce recordable measures which can demonstrate comparisons against expected standards and reflect over time.
- 3) **Make sure the school is keeping up with external best practice and innovation**  
Assessments systems are created in consultation with those delivering best practice. They should be created in considerations of, and are benchmarked against, international best practice.

## IMPLEMENTATION

Assessment is a daily part of life at St. Augustine's. Assessments, through monitoring of children's work, are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

### Assessment for learning (AfL):

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (Assessment Reform Group 2002).

At St. Augustine's, teachers use Assessment for Learning (AfL) and well-founded judgements to tailor feedback to children's individual needs. We believe that every child should understand how they are progressing in their learning and what they need to do to improve.

AfL is not an add on but a central part of teaching and learning at St. Augustine's and is based on the principle that children will improve most if they understand the aim of their learning, where they are

and how they can achieve.

Common Assessment for Learning principles used in classrooms include:

### Questioning

- Open questions to facilitate abstract and deep thinking – enables teachers to gain insight into child’s understanding, identify and correct misconceptions and identify gaps
- Carefully differentiated questioning to guide pupils’ development and find out what children know, understand and can do - used to inform planning
- No hands up classroom strategy – all children prepared and ready to answer

### Effective Teacher Feedback

- Focusses on established success criteria and informs learners how to improve
- Feedback guides children on how to improve

### Peer Feedback

- Children use established success criteria to tell other learners what they have achieved and what they need to do to improve. Children also provide advice to peers on how to improve.

### Self-Assessment

- Children take responsibility for their own learning through self-assessment and evaluation of their work, identifying what they have achieved and what they need to improve.
- Children also reflect on how they learn best, what strategies are effective for them.
- Children act on feedback from adults and peers and identify their own targets.

### Formative Use of Summative Assessment

- End of topic assessments, tests and other forms of summative assessments used to identify areas to improve and guide children’s learning and inform planning.

### Strategies to support AfL in classrooms

<b>Questioning</b>	<ul style="list-style-type: none"><li>- Prepared key questions</li><li>- Open questions to promote deep thinking, promote discussion, identify misconceptions and identify gaps</li><li>- Talk partners, thinking time and no hands up strategies</li><li>- Open distribution of questions to avoid some children ‘switching off’</li><li>- Differentiated questioning</li><li>- Prompting children to further their responses</li><li>- Building on ‘wrong’ answers and using them as teaching and discussion points</li><li>- Positive response to students’ answers valuing contributions and building motivation and self-esteem</li></ul>
<b>Effective Teacher Feedback</b>	<ul style="list-style-type: none"><li>- Prompt (‘in the moment’ or soon after lesson)</li><li>- Feedback to help improve specific learning points</li><li>- Identifies what needs improving and how - using scaffolding and modelling where appropriate</li><li>- Positive - adults show belief that all learners can learn and improve and</li></ul>

	acknowledge successes as well as areas for improvements - Clearly articulated, focussed and useful to the child
<b>Peer Feedback</b>	- What went well? What needs improving? - Using exemplars to guide children how to assess peers' work - Use of success criteria
<b>Self-Assessment</b>	- Use of success criteria - Pupil conferencing (held during PPA & active marking during lessons) - Target setting - Reflection and evaluating on their learning - Children know how they are progressing and how to improve further
<b>Formative Use of Summative Assessment</b>	-Analyse data from tests/end of topic assessments to identify small step targets, areas for improvement for individuals, groups and trends for whole classes -Finding from analysis used to inform planning

### **Target setting**

Children have individual end of key stage targets based on their prior attainment. In order to ensure that every child reaches their potential, progress towards these individualised targets is tracked throughout the year during the termly PPRs. Any child not on track will then receive additional support to ensure they achieve. Children who are excelling are also identified, and additional support or differentiation put in place as necessary. These termly assessments are reported to parents through parent consultation meetings and the end of year reports.

Children also have short term small step targets set in core subjects. These are discussed with the children during in class intervention, pupil conferencing sessions and through marking and feedback.

### **In-School Summative Assessment**

In school summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. These summative assessments are then reviews in termly Pupil Progress Review meetings and shared termly with parents at parent consultation meetings and through end of year reporting.

In Writing, teachers plan for independent writes at appropriate times in the term and assess the work using progress cards based on the national curriculum objectives. In Maths, teachers use Power Maths assessment resources and progress cards alongside other bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use progress cards, guided and shared reading sessions, phonics scores, reading stages and Accelerated Reader assessments to record progress and achievements against the national curriculum objectives.

Foundation subjects are also assessed using an internally designed tracking system to ensure that children are progressing in all subject areas. This system assesses the composites and components that the children are taught in each curriculum area. Subject leaders then use these to monitor progress and attainment within their subject areas.

## **Assessing children with SEND**

At St. Augustine's, children with SEND have carefully designed Individual Support Plans (ISPs) that are written by the class teachers and the SENDCO. These plans identify small step SMART targets for each child that are focussed towards their individualised needs. The progress of pupils with SEND is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

## **Nationally Standardised Summative Assessments**

We also ensure that children are fully prepared for national summative assessments in the following years:

**Reception** – Good Level of Development (GLD)

**Year 1** – Phonics Screening Check

**KS1 (Year 2)** – National Curriculum Statutory Assessment Tests (SATs)

**Year 4** – Multiplication Tables Check (MTC)

**KS2 (Year 6)** – National Curriculum Statutory Assessment Tests (SATs)

Results of these national summative assessments are reported to parents at the end of each year. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff accordingly.

## **Foundation Stage Assessments**

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the pre-schools to the EYFS class teacher and from EYFS to Year one. The EYFS teacher meets with the Headteacher and Assessment Lead to discuss the children's progress at termly PPR meetings.

The Foundation Stage Profile begins in nursery, is added to each term, and is completed by the end of the EYFS year. On entry to EYFS at St. Augustine's, the children are baselined to develop an initial overview of children's abilities. Learning is then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then tracked over the year.

## **Moderation**

Internal moderation of reading, writing, maths and RE takes place each term. This is a supportive process where teachers share children's work to ensure accurate judgements of children's attainment and share good practise.

External moderation is also conducted by the local authority in Reception, Year 2 and Year 6 to ensure accurate teacher assessments in the national statutory assessments. This usually occurs every four years.

## **Monitoring**

The Assessment Lead monitors class on-line assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book looks and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

## **IMPACT**

Through the use of formative Assessment for Learning, summative assessments, use of tracking systems and assessment of impact questions, children at St Augustine's are supported to be independent in their learning journey and take responsibility for their progress. These assessment strategies are used to inform future planning and supports the needs of children as individuals. This triangulates evidence, which enables teachers to track children's progress, to ensure that every child achieves their full potential, achieving their end of key stage target.

Immediate marking enables teachers and teaching assistants to intervene 'in the moment' guiding children before they have embedded a misconception or error and ensuring they are ready for the next stage of learning. Teachers then have a more manageable marking workload after lessons and hence can use their assessment information to further inform their planning for the next lesson.

Through the use of immediate feedback, peer and self-assessments and rapid response, children know what they have achieved, how to improve and understand the aims of their learning.

The Assessment lead monitors the Quality First Teaching delivered, the use of assessment within lessons and the use of on-line tracking systems. They ensure that formative assessment is an ongoing part of teaching and learning at St. Augustine's to ensure that the teaching is guided by the children and meets their individual needs as well as ensuring that teachers are using the information to further inform their planning. This results in children receiving bespoke support to ensure progress.

Through our school Mission Statement, "*Lead us Lord, to act justly, to love tenderly and to walk humbly*", and our school motto, "*Be the best you can be*" our children develop their talents and skills to become confident life-long learners and good citizens.