

St Michael's RC Primary School and Nursery



Assessment Policy

School Mission Statement



St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.

"I came so that you may have life, life in all its fullness" John 10:10

Rationale:

The overriding principle of good assessment is that it should *be clearly tied to its intended purpose*.

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.

Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

1. The Principles and aims of assessment

Before making any assessment we must consider the following principles;

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

- *Is knowledge and understanding secure enough to move forward, or is further consolidation work or a different approach necessary.*

- *Is a pupil able to demonstrate application of a skill with increasing independence or confidence?*

2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

- *Is this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*

3. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- *Do I need to build in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts?*
- *Have I considered where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements?*

4. How will I ensure my approaches to assessment are inclusive of all abilities?

- *Can I find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents?*

5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- *For example: identifying which pupils to target for additional support or which areas of the topic to recap.*

6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- *Assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*
- *Providing opportunities for exploring a concept in greater depth before moving on to new work.*

7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- *We do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.*
- *We do not assume that formative assessment must be recorded using the same scale or terminology as summative assessment.*

Principles of in-school summative assessment

Before implementing any summative assessment we will be clear on the answers to the following questions;

- 1. Who will use the information provided by this assessment?**
- 2. Will it give them the information they need for their purposes?**
- 3. How will it be used to support broader progress, attainment and outcomes for the pupils?**
- 4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?**
- 5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?**
- 6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?**

2. Arrangements for the governance, management and evaluation of assessment.

- Assessment procedures will be informed by the latest research and guidance into best practice.
- Everything contributing to the assessment of our pupils will be for their benefit and serve as a crucial feature of the high quality provision they should expect from Saint Michael's RCP.
- The Head Teacher, supported by her Deputy and SLT will oversee the continued evaluation, and subsequent enhancement of, assessment at Saint Michael's RCP.
- Procedures will be reviewed at least on an annual basis and more often where necessary.
- The governing body will have a representative supporting the enhancement of assessment procedures.

3. Information about how assessment outcomes will be collected and used.

- The frequency and form of assessment procedures is outlined in section 5.
- From January 2017 we be using our internal tracking system Target Tracker as our new method of collecting summative data. *It has been chosen for its ease of use, relevance to the National Curriculum and the guidance it provides towards challenge and differentiation.*
- Teachers are advised to enter data into Target Tracker with every entry drop 6 times per year. *This is to avoid long periods of data input and to provide teachers with an overview of the learning taking place on a regular basis.*
- Data will be used to provide an overview for the SLT, Governors and staff members involved directly in the education of our pupils.
- Key groups and patterns will be identified and targeted through the overview provided in conjunction with statutory assessments.

4. Arrangements for ensuring teachers are able to conduct assessment competently and confidently.

- Regular CPD will be provided for staff members in best practice of both formative and summative assessment.
- The Head Teacher and her Deputy will oversee the use of assessment and as such will be available to support staff members at all times, should the need arise.

5. Detail about the approach to different forms of assessment.

- **Day-to-day in-school formative assessment**
- Self and peer assessment, talk partners
- Daily marking and written feedback
- Oral feedback throughout lesson structure including mini plenaries
- Targeted questioning based on development level
- Creation and review of Success Criteria/Steps to success

- **In-school summative assessment**
- Standardised testing will take place three times a year to support teacher assessment and provide a general idea of 'pupil test readiness'. *Though our curriculum is designed to be broad and balanced while end of Key Stage standardised testing continues to exist we must ensure our pupils are able to access them at the appropriate level.*
- SEN/Pupil Premium Reviews based on intervention time lines

- **Nationally standardised summative assessment**
- Pupils in Year 1 participate in the national phonic screening in June.
- *This will assess their ability to segment and blend phonetically and pupils who do not meet the threshold are re-assessed in Year 2.*
- Pupils in Year 6 and Year 2 are assessed in May.
- *The results of these assessments are reported annually to parents by the governing body.*
- *The national expectation is that pupils should achieve a scale standardised score of 100.*
- *This scale score will differ year on year depending on the difficulty of the test and how pupils perform nationally in the test and will be representative of the expectations of the 2014 National Curriculum.*
- Science sampling takes place on a biannual basis.
- *50% of schools are chosen to participate in testing which takes place in conjunction with statutory testing but will not be officially reported or contribute to a school's accountability.*

Mr K Mackle

September 2016