



SSMJ POLICY FOR

Assessment

Following the example of Jesus, together we learn,
love and respect one another to be the best we can be.

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To be reviewed – Summer 2026 or sooner as required.

ASSESSMENT POLICY

St Michael & St John's RC Primary School



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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be.”

St Michael and St John's RC Primary School seeks to provide a broad and balanced education for all children by addressing their academic, social, moral and spiritual needs within a caring, positive and stimulating environment.

The responsibility for ensuring that this policy is implemented, that practice is maintained and regularly reviewed and updated, lies with the Headteacher or a person designated to this role by the Headteacher.

Policy Aims:

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.

Principles of effective assessment in our school:

- Compliance with statutory requirements
- Outcomes are benchmarked to national expectations and that of similar schools.
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils

- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats
- Practice is regularly reviewed and developed in line with changing DfE policy and against knowledge of practice in other schools.

SINGLE EQUALITY

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

TYPES OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against KLIPS and LAPS.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- Clear communication of learning objectives and success criteria

- Marking in accordance with the school Marking and Feedback Policy
- Teacher assessment of pupils' performance on task
- Teacher observation of pupils
- Teacher / pupil discussion and questioning (including higher order questions)
- **Marking ladders**
- Pupil self-evaluation – Success criteria is provided; see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Peer evaluation – both verbally in pairs and in groups and written form in some success criteria - see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Teacher assessment of pupils' written work
- Teachers assess independent writing at the end of each unit and every half term.
- Pupils' performance in formal assessments
- Check in and check out tasks KWL grades
- Units of work are assessed each half term

Refer to Teaching and Learning Policy

DIAGNOSTIC

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs POPs / EHC Plan
- Informs teachers' planning.

SUMMATIVE

Formal summative assessments occur once every term. They give a picture of the child's level of performance at a given time. They take the form of tests and teacher assessment.

Summative assessments will be made using NTS assessments or past SATS papers (Yr6) which are then swiftly analysed by teachers to create question level analysis.

Assessments for reading, writing and maths are recorded on the Lancashire Tracker and are recorded every term. Assessments in other curriculum areas are recorded on One Drive termly/ half termly at the end of the unit of work and summative assessments at the end of the year on Lancashire Tracker.

EVALUATIVE

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage

- Resources
- Targeted funding
- Pupil progress and achievement

Using the outcomes of assessment

At all times assessment will only be used in ways which are relevant to providing information which leads directly to improved pupil provision, or in meeting reporting responsibilities to appropriate persons (parents, LA, DfE, govts).

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to inform appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review).
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

JUDGEMENTS

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term STEP BACK; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

Entering: Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

Developing: Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

Secure: Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

It is possible that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. In exceptional circumstances teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation and with the assessment Lead.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher (termly)
- The Lancashire tracker – updated termly
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject, curriculum and assessment leaders
- Walk-throughs to a focus
- Lesson observations/drop ins
- Termly data reports to governors via the SEC committee

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils
- At Governor SEC Committee Meetings

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

RECORDING

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile

REPORTING

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents termly.
- Verbal reports are be given to parents twice a year at parents' evenings in the Autumn and Spring term. Additionally as required.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- Written reports will be completed by the class teacher and endorsed by the Head Teacher. An opportunity for parental discussion will be arranged. Reports will include attainment, progress, attitudes, attendance and personal comments.
- The results of statutory assessment at EYFS, KS1, KS2 and phonics (yr1) are reported to parents.
- Opportunities for parental discussion will be provided.

Reporting to governors: Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. children in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc
- Access to LSIP pages and school internal tracking data

Reporting to the LA/DFE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- Y2 phonics for children not meeting the standard in year 1.
- Y4 multiplication tests
- End of KS1/2 outcomes

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At SSMJ this involves:

- The child's personal file
- The child's data
- POPs (for children with SEND)
- Safeguarding information (via C Poms)
- See transition sheet used at SSMJ for headings

ACCURACY AND RELEVANCE

Assessment will only be conducted by skilled staff. To ensure this:

- CPD needs will be regularly reviewed and appropriate training provided.
- Staff new to school will be mentored by an experienced staff member to ensure to ensure they are trained in and able to deliver staff policy.
- Regular moderation events will be structured to ensure assessment remains consistent across the school.
- The assessment lead will, through cluster groups and other networking opportunities, regularly review current school practice in light of knowledge about practice in similar schools.
- The assessment lead will keep abreast of national and statutory changes and use this knowledge to ensure the school's policy reflects this.

SEE ALSO:

Feedback & Marking Policy

EYFS Policy

Teaching & Learning Policy

Inclusion /SEND Policies

Transition Information

List of abbreviations

ILP Individual Learning Plan

EHC Education, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

KLIPs Key Learning Indicators of Performance in Primary Schools

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

LSIP Lancashire School Information Profile

CALENDAR OF SUMMATIVE ASSESSMENT

	Assessment	Uses	Persons responsible
September	Baseline	To have an accurate starting point for planning and provision – key words reading and spelling, TTRS baseline, phonics baseline, curricular analysis from Summer term tests	Class Teachers Subject Leaders to check and analyse.
	EYFS Baseline	To create a measurable baseline from which to measure children’s progress	EYFS staff – this information needs to be collated and shared with Head.
October	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	Class teacher and DHT/Head teacher
November	Half-Termly Assessment of Learning Review	To update individual’s assessments of learning for the unit of work. Sequences of learning are assessed each half term to inform C/T & SL and then saved on one drive. Some subjects = check in/check out tasks.	By class teachers, to be collated and shared with Subject leaders and HT.
	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	SEC Committee and Head Teacher
	POP UPDATE	Class teachers to measure SEN children’s progress against their own individual targets.	Completed by Class Teachers and shared with Parents.
December	Maths and English Assessments	To consolidate progress against Maths and English KLIPS covered. Formal end of term tests Key word, reading and spelling Timetables NTS assessments SEN tracker PP Tracker	Class Teacher and to update Lancs tracker as appropriate. Class Teacher – QLA analysis, TTRS, Reading, spelling and phonics Subject Leader – assessment report

	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to -date data for their class to a meeting with the Head Teacher. Inclusion manager involved in meeting if necessary to suggest 'closing the gap' strategies.
	Half-Termly Assessment of Learning Review End of term reports	To update individual's assessments of learning for the unit of work. Sequences of learning are assessed each half term to inform C/T & SL and then saved on one drive. Some subjects = check in/check out tasks. Teachers complete the end of term report and this is shared with parents.	By class teachers, to be collated and shared with Subject leaders and HT. Class Teacher writes HT verifies accuracy before the report goes home
January			
February	Half-Termly Assessment of Learning Review	To update individual's assessments of learning for the unit of work. Sequences of learning are assessed each half term to inform C/T & SL and then saved on one drive. Some subjects = check in/check out tasks.	By class teachers, to be collated and shared with Subject leaders and HT.
March	SEC COMMITTEE	To share pupil attainment and progress with governors.	SEC Committee and Head Teacher

		Governors to ask challenging questions of head, regarding data.	
	POP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by Class Teachers and shared with parents.
April	Maths and English Assessments	To consolidate progress against Maths and English KLIPS covered. Formal end of term tests Timetables NTS assessments SEN tracker PP Tracker	Class Teacher and to update the KLIPS/Lancs tracker as appropriate. Class Teacher – QLA analysis, TTRS, Reading, spelling and phonics Subject Leader – assessment report

	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to -date data for their class to a meeting with the Head Teacher. Inclusion manager involved in meeting if necessary to suggest 'closing the gap' strategies.
	Half-Termly Assessment of Learning Review End of term reports	To update individual's assessments of learning for the unit of work. Sequences of learning are assessed each half term to inform C/T & SL and then saved on one drive. Some subjects = check in/check out tasks. Teachers complete the end of term report and this is shared with parents.	By class teachers, to be collated and shared with Subject leaders and HT. Class Teacher writes HT verifies accuracy before the report goes home
May	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children	Head Teacher (alongside SLs and Y2 and Y6 staff). Results need to be formally shared with Parents and updated to relevant authorities.
	Half-Termly Assessment of Learning Review	To update individual's assessments of learning for the unit of work. Sequences of learning are assessed each half term to inform C/T & SL and then saved on one drive. Some subjects = check in/check out tasks.	By class teachers, to be collated and shared with Subject leaders and HT.
June	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application	Year 1 Class Teacher and SL – Phonics Head and Deputy-Head Teachers Results need to be formally shared with Parents and updated to relevant authorities.
	Maths and English Assessments	To consolidate progress against Maths and English KLIPS covered. Formal end of term tests Timetables NTS assessments SEN tracker PP Tracker	Class Teacher and to update the KLIPS/Lancs tracker as appropriate. Class Teacher – QLA analysis, TTRS, Reading, spelling and phonics Subject Leader – assessment report

	Y4 Multiplication Test	National assessment	Class Teacher
	EYFS Profile	To give a summative end to the children's reception year	Reception Teacher Results need to be formally shared with Parents and updated to relevant authorities.
July	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to -date data for their class to a meeting with the head. Inclusion manager involved in meeting if necessary to suggest 'closing the gap' strategies.
	Half-Termly Assessment of Learning Review	To update individual's assessments of learning for the unit of work. Sequences of learning are assessed each half term to inform C/T & SL and then saved on one drive. Some subjects = check in/check out tasks..	Class teachers - to be collated and shared with Subject leaders and head so Lancashire Tracker can be updated and then passed on to the new class teacher / school
	End of year reports	Teachers complete the end of term report and this is shared with parents.	Class Teacher writes HT verifies accuracy before the report goes home.
	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	SEC Committee and Head Teacher
	POP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by Class Teachers and shared with parents.
	Subject Data Analysis and Summative Report to Governors	Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	Subject Leaders present at Governor Meeting on a rolling program. Anonymised data is shared with governors for all subjects through link subject governors.

ROLES AND RESPONSIBILITIES

SEC Committee

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Headteacher

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

SLT

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

Teachers

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact

- Record results ready for input onto the Tracker
Aware of the impact of their performance upon the whole school

See appendices – Assessment of Foundation
Subjects



SSMJ Assessment of
Foundation Subject