

Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us

Assessment Policy

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in Our Lady of Perpetual Succour Primary school
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment (see appendix 1)

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- enable parents to be involved in their child's progress

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's annual report.

The Assessment Coordinator is responsible for ensuring that:

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- summative assessment tasks are carried out and that the resultant data is collated centrally in the progress room
- all staff are familiar with current Assessment policy and practice.
- to attend project leader training linked with the Halton Schools Assessment Project and lead INSET and staff training

The Headteacher is responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Coordinator are jointly responsible for:

- holding teachers to account for the progress individual pupils towards the end-of year expectations
- meet with teachers and teaching assistants termly in pupil progress meetings to discuss progress of individuals and vulnerable groups
- to ensure there are opportunities for internal and external moderation and standardisation meetings for all year groups

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Key Features of Assessment at Our Lady of Perpetual Succour Primary School

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis (Formative assessment see appendix 1) and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school. Opportunities for children to respond to the marking are built in to the timetable. Individual progress is tracked using pupil tracking sheets in Reading, writing and Maths. Teachers use their formative assessment and evidence from children to highlight progress

Periodic (Summative Assessment)

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 1, 2, 3, using the assessment system from the Halton Schools assessment project to track progress and achievement. Children in EYFS, Year 2 and Year 6 will complete the statutory end of key stage assessment procedures. Children in years 1,3,4 and 5 will take a published end of year test in Maths, Reading and Spelling. Writing will be assessed using the independent writing from areas of the curriculum. In the Foundation subjects children are assessed against the year group objectives as set out in the Learning challenges. These will be recorded using an excel spreadsheet.

Monitoring, Moderation and Evaluation

Senior managers and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Policy Agreed: November 2015

Review Date: July 2018