



St Ann's RC Primary School

ASSESSMENT POLICY

Our School's Mission Statement

'We, the family of St. Ann's, rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.

'LOVE, RESPECT, SERVICE.'

Date Reviewed	
Date Submitted to Governing Body	
Date Approved by Governing Body	
Date to be Reviewed	
Date of amendment	

Vision for Assessment

At St. Ann's R.C. Primary School, we believe that assessment is an integral part of effective teaching and learning. Rooted in our Catholic values and commitment to the dignity and achievement of every child, assessment is used to support, celebrate and extend learning for all pupils.

We believe that the most valuable assessment takes place through daily interactions between teachers and pupils. Through skilled questioning, observation, discussion and feedback, teachers gain a deep understanding of pupils' learning, enabling them to identify strengths, address misconceptions and adapt teaching in a timely and responsive way. These ongoing formative assessment practices provide the most accurate picture of pupil understanding and are central to informing planning and teaching.

We are committed to ensuring that all pupils develop secure and lasting knowledge. Assessment therefore helps us to understand not only what pupils know and can do in the moment, but also how well they retain and apply learning over time. Through regular opportunities for retrieval and review, we seek to strengthen long-term memory and support meaningful progress across the curriculum.

We recognise that learning is not always linear and that children develop at different rates. No pupil should be judged solely on the outcome of a single assessment or test. Instead, assessment information is considered alongside a wide range of evidence to ensure that judgements are fair, accurate and reflective of each child's learning journey.

Assessment information is used purposefully to support high-quality teaching, identify additional needs, inform curriculum development and ensure that every pupil receives the support and challenge they need to flourish. We also value the partnership between school and home and are committed to communicating pupils' progress clearly with parents and carers so that teachers, pupils and families can work together to achieve the best possible outcomes for every child.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment.

- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- assessment is inclusive of all abilities.
- assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.
- a range of assessments are used including 'Day to day in-school formative assessment', 'In-school summative assessment' and 'Nationally standardised summative assessment.'

Delivery

At St Ann's RC Primary School, we use three broad overarching forms of assessment: 'Day to day in-school formative assessment', 'In-school summative assessment' and 'Nationally standardised summative assessments'.

Day-to-day in-school formative assessment

'Day to day in-school formative assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to day in-school formative assessment', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations

A range of 'Day-to-day in-school formative assessments', will be used including:

- making use of rich questions and answers
- Marking pupils' work
- Observational assessments
- Short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self assessment
- Peer marking

In-school Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school summative assessments' will be used including, for example:

- NTS Reading and Maths termly assessments
- Half termly Read Write Inc. assessments
- Termly Multiplication assessments
- Termly Writing Assessments

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. National assessment information contributes to leaders' evaluation of school effectiveness and may form part of discussions with external stakeholders, including Ofsted.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- Multiplications Check in Year 4
- National Curriculum tests and teacher assessment at the end of Key Stage 2 using the assessment frameworks.

Assessment Across the Wider Curriculum

Assessment is an integral part of teaching and learning across all curriculum subjects. In foundation subjects, including Science, Religious Education, History, Geography, Art, Computing, Physical Education and Music, teachers use a range of formative assessment strategies such as questioning, observation, discussion and the review of pupils' work to assess knowledge, skills and understanding.

Teachers make regular professional judgements about pupils' attainment and progress against curriculum expectations. Assessment information is used to identify strengths, address misconceptions, inform future teaching and ensure that all pupils make progress across the full breadth of the curriculum.

An inclusive approach to assessment

In addition to the assessments outlined above, the school uses diagnostic assessments to support the early identification of pupils with SEND and any barriers to learning. Assessment information helps staff identify needs, plan appropriate support and monitor the impact of interventions.

We recognise that pupils learn and progress from different starting points. Progress is therefore tracked against individual baselines as well as age-related expectations. Provision maps, individual targets and support plans are used where appropriate to ensure assessment informs teaching and support.

Reasonable adjustments are made to assessment arrangements to enable all pupils to demonstrate their learning fairly. Where appropriate, pupils may access approved arrangements in statutory assessments in line with current guidance. Through this inclusive approach, we aim to ensure that assessment supports the progress, achievement and wellbeing of every child.

Moderation of Assessment Judgements

To ensure assessment judgements are accurate, consistent and reliable, teachers participate in regular moderation activities. Internal moderation takes place throughout the year, including writing and other curriculum subjects where teacher assessment is used.

The school also engages in cross-school moderation with partner schools to compare standards and develop consistency in assessment practice. Where required, staff participate in Local Authority moderation and statutory assessment processes.

Moderation activities help to validate teacher assessment judgements, support professional development and ensure that assessment information is fair, accurate and aligned with national expectations.

Data Analysis and Monitoring

Assessment information is reviewed regularly to monitor attainment, progress and the effectiveness of teaching and learning. Pupil progress meetings are held throughout the year to identify strengths, address barriers to learning and agree any additional support or intervention required for individual pupils.

School leaders analyse assessment data at key points during the academic year to identify trends, monitor the progress of different pupil groups and evaluate outcomes. Particular attention is given to vulnerable groups, including pupils with SEND, disadvantaged pupils and those in receipt of additional support.

Assessment information is used to inform curriculum development, resource allocation and school improvement planning, ensuring that priorities are evidence-based and focused on improving outcomes for all pupils.

Roles and responsibilities

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

Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

The headteacher is responsible for:

- Ensuring this policy is adhered to

- Monitoring standards in core and foundation subjects

- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

The Assessment Lead is responsible for:

- Supporting the headteacher with assessment responsibilities

- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points

- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback

- Creating and sharing clear mark schemes for the purposes of moderation

- Being familiar with the standards for the subjects they teach

- Keeping up to date with developments in assessment practice

Pupils are responsible for:

- Engaging actively in learning and assessment activities

- Reflecting on feedback

- Identifying strengths and areas for improvement

- Taking ownership of their next steps in learning

Reporting to Parents and Carers

We recognise the importance of working in partnership with parents and carers to support pupils' learning and progress. Assessment information is shared regularly through parent consultation evenings, where teachers discuss attainment, progress and next steps for learning.

Parents receive an annual written report summarising their child's achievement, progress and personal development across the curriculum. Outcomes of statutory assessments, including the Phonics Screening Check, Multiplication Tables Check and Key Stage 2 assessments, are communicated in line with national requirements.

Where pupils require additional support or intervention, assessment information is used to inform support plans and targets, which are reviewed and shared with parents as appropriate. Through regular communication, we aim to ensure that parents are well informed and able to support their child's learning effectively.

Appendix 1: Assessment Calendar showing In school Summative assessments & National Standardised Assessments.

Autumn Term	Spring Term	Summer Term
1 Reception Baseline Assessment begins	15	26 Y6 SATs practice
2 Y6 baseline assessments	16 Y4 MTC Spring assessment	27
3	17	28
4 Y4 MTC Autumn assessment	18	29 Y4 MTC Summer assessment
5	19 Phonics Screening Check practice	30
6 Reception Baseline Assessment end	20 RWI assessments	31 National SATs week
7 RWI assessments	21	32 RWI & Phonics assessments
8	22	33 Official MTC check
9	23 End of Spring assessments Y1 – Y6	34 Official MTC check and Official Phonics Screening Check
10	24 Phonics Screening check practice	35 End of Summer assessments Y1 – Y5
11 End of Autumn Assessments Y1 – Y6	25 RWI assessments Pupil Progress meetings	36
12 Phonics Screening Check practice		37 Pupil Progress meetings.
13 Pupil Progress Meetings		38
14 RWI assessments		