



Assessment Policy

Overview

At St. Anne's and Guardian Angels and Guardian Angels we use formative assessment as part of our ongoing assessment practices; these are part of Assessment for Learning (AfL) which are embedded within the classroom through a combination of questioning and feedback. Our Feedback policy explains this in more detail. We aim for our approach to assessment to be effective, consistent and accurate in providing information about the attainment and progress of pupils to all of our stakeholders.

Aims

To ensure that pupils make good or better progress, know what they have achieved and what they need to do next.

To ensure that assessment informs planning, in order that teaching and learning addresses the needs of all learners.

To internally track pupils' attainment and progress accurately and consistently.

To report to parents termly about pupils' attainment and progress using a standard consistent approach.

To adopt a consistent approach across the school, to measure the schools' standards against national standards.

Principles

All assessment is valid as long as it fits three crucial criteria.

- It informs teaching and learning so as to drive progress
- It is accurate
- It builds confidence in learning.

We use many different types of assessment, which occur throughout teaching and learning.

- **Assessment of Learning (AoL)** is a summative process that assesses knowledge usually through tests.
- **Assessment for Learning (AfL)** is a formative approach, which uses pupils as partners in the learning process usually through feedback and questioning of pupils' skills.
- **Assessment as Learning (AaL)** uses assessment as the key element and focuses on learning strategies through dialogue and redrafting.



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Early Years Foundation Stage

Early Years will continue to use on-going assessment practices. This system allows staff to collect a variety of different types of evidence and then assess against each of the 17 Early Learning Goals. This will determine which children have achieved the End of Early Years phase Good Level of Development (GLD).

Key Stage 1 and 2

Each term we will assess pupils' knowledge through a series of assessments in reading, writing and maths. These assessments, plus class teacher's ongoing assessments, are shared with parents each term. We report on pupil's achievement at parent and teacher meetings. Each term class teachers update 'Pupil Passports' to show progress and Age Related Expectations (ARE). The professional judgement of teachers is the most important element of a successful assessment system.

End-of-Key Stage 1 and 2

The End-of-Key-Stage 1 and 2 assessments use a scaled score, where 100 is the expected (average) score. Parents receive this report in the summer term. Teachers report using the Schools Teacher Assessment frameworks and exemplification materials to ensure that their TA judgements are accurate. The Teacher Assessment judgements are included alongside the test scores.

Tracking progress throughout the year

We have an in-school tracking system, which demonstrates the progress children make in reading, writing and maths in each year group from September to July.

We use the NFER tests in reading and maths to get a standardised scaled score so we can track children's progress from term to term and year to year. This means we can monitor expected progress each term and take action if progress slows for any reason.

Teacher Assessment is the key element to termly tracking. Teacher Assessment and Standardised scores are on the Pupil Passports. The teacher assessment reflects a child's progress in class rather than just a score on a test paper on a given day. A Teacher Assessment is a Point in Time Assessment; pupils' assessment is against what has been taught at that point, rather than the whole year curriculum.



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Reporting to parents

Every term the attainment and progress of each child is reported to parents using the 'Pupil Passports'. Pupils' attainment i.e. how they have achieved each term against the end of year expectations for their year group. The judgements are below and included on Pupil Passports and reports.

- Working Towards (WTS) - a pupil is beginning to work on the programme of study for that year group.
- Expected (EXS) – a pupil is meeting the expectations and is operating within the programme of study for their year group but needs to work on the application of skills.
- Greater Depth (GDS) – a pupil has met the expectations and is developing a depth of understanding.

Progress for pupils will be reported as 'on track' to achieve or 'not on track'. These will be discussed with pupils and parents/carers at the termly parent meetings.

Moderation and Standardisation •

- Standardisation takes place during each term for RE, Maths and Writing.
- Cross Phase, moderation will take place at least once each term.
- Cross-school moderation will take place at least annually for RE, Writing and Maths
- When selected, Local Authority moderation also takes place.

Every term we provide data analysis reports to staff and governors. We hold teaching staff to account for pupils' progress in their class/teaching groups through pupil progress meetings and performance management targets.

Governors; to analyse and monitor whole school Achievement through attainment and progress with support of the Head teacher and Deputy Head.

Linked policies

Feedback policy (Insert link)

Policy review: July 2024