

POLICY FOR ASSESSMENT



ST FRANCIS RC PRIMARY

2023-2024

St Francis Catholic Primary School, SE15 1RQ

Vision and Mission Statement and Gospel Values

Our Vision

Providing every child with the tools to choose their path to success.

Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

Our Gospel Values

Love

Honesty

Courage

Tolerance

Justice

Jeremiah 29:11

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”



Policy for Assessment.

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'.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf)

Aims and Principles of Assessment

Teachers

- To ensure assessment is an integral part of teaching, based on best practice. To regularly use high quality formative assessment. (Ongoing assessment)
- To use assessment to focus on monitoring which supports children's progress, attainment and wider outcomes. All staff to be involved in this assessment process.
- Use assessment to support informative and productive conversations with pupils and parents, in order for parents to support their child's learning.
- To ensure assessment provides information which is accurate, informs teaching & learning and enables teachers to respond accurately to the learning needs of each pupil.
- A range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Pupils

- To have an active role in identifying their own learning needs and know how to improve their work
- To 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.

Delivery

At St Francis' 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 (Also refer to Presentation and Marking Policy)

'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 will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example:

- making use of rich question and answers
- Marking of pupils' work, particularly by celebrating areas of success and growing identifying areas for development/improvement
- Observational assessments
- Scanning work for pupil attainment and development
- Discussions with children
- Age appropriate pupil self-assessment e.g. smiley faces, traffic lighting, self-marking against agreed success-criteria
- Peer marking
- Early Years incidental short and long observations

'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-level outcomes) and the impact of their own teaching (based on class-level 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:

- End of year tests
- Short end of topic or unit tests or assessment tasks
- Reviews for pupils with SEN and disabilities
- Termly 'best fit' assessment relating to the National Curriculum age related expectations (STAR) reported on SIMS for Reading, Writing, Maths and Science in Key Stage 1 and 2.
- Termly 'best fit' assessment relating to the attainment descriptors reported on SIMS for RE in Early Years, Key Stage 1 and 2.

- Termly 'best fit' assessment relating to the Early Years Curriculum age related expectations (Development Matters) reported on SIMS for all 17 areas of development.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
- Pupil standards are internally moderated with all teachers on a half termly basis

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. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

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

- A Baseline Assessment in Year R
- A phonics test in Year 1 (Resit in Year 2)
- A times table test in year 4
- National Curriculum tests at the end of Key Stage 2
- Optional National Curriculum teacher assessments at the end of Key Stage 1

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction programme. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system will be given.

Continuing professional development may take various forms including the provision of staff meetings, workshops and 1:1 support from the Assessment lead. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Policy monitoring and review

The Head teacher, Senior Leadership Team and Assessment Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Assessment Leader will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

This policy will be reviewed during the Summer 2024
(unless any curriculum changes occur before this time)

Reviewed By: Ms Sonia September 2023