



**St Ralph
Sherwin**
Catholic Multi Academy Trust



Assessment Policy

St Charles Catholic Voluntary Academy School

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The **St Charles' way** is for every child to '**Belong, Believe and to Blossom**. This policy is ambitious and sharp in focus, ensuring 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 (ongoing 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.

Principles include:

1. Successfully **learning all, or nearly all**, of the curriculum, demonstrating a strong understanding of the knowledge and skills expected.
 2. Successfully **learning most of the curriculum**, demonstrating a good understanding of the knowledge and skills expected, although there may be **some gaps**.
 3. Successfully **learning some of the curriculum**, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be **a number of gaps**.
 4. Pupils learn more and remember more and progress can be tracked and next steps in learning planned for.
- Not successfully learning** the curriculum, with **significant gaps** in the skills and knowledge expected.

4. Assessment approaches

At St Charles we see assessment as an integral part of everyday teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- a) Day-to-day in-school formative assessment,
- b) In-school summative assessment
- c) Nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment for Learning

All Maths and English work is marked daily and pupils are given the opportunity to respond to feedback.

Daily 'think for pink' and 'green for growth' time

Questioning/Discussion

Guided group feedback

Peer assessment

Checking

Observations

Success criteria/steps to success

Personalised target setting for pupils

Formative assessment is used to assess knowledge, skills and understanding the pupils have acquired. Data is used to identify gaps in learning and to address any misconceptions pupils may have which is quickly and effectively responded to.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

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 and the impact of their own teaching. 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 interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Each subject area uses a **1-4 number system to track progress**, with 1 being the highest. To track pupil progress the school uses the following approaches which include, curriculum progression descriptors, pupil's classwork, Fluent in 5 recall questions at the beginning of each lesson and end of unit 'sticky knowledge' quizzes which ensures there is distance between learning.

Please see example below:

	1	2	3	4
Curriculum Progress Descriptions	Successfully learning all, or nearly all , of the curriculum, demonstrating a strong understanding of the knowledge and skills expected.	Successfully learning most of the curriculum , demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps .	Successfully learning some of the curriculum , demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps .	Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected.
Classwork	<p>Completes all tasks and demonstrates a strong understanding of all content.</p> <p>Achieves mostly blue in the working scientifically objectives.</p> <p>Consistently uses a wide range of scientific vocabulary.</p>	<p>Completes all tasks and demonstrates a good understanding of the content.</p> <p>Achieves mostly green in the working scientifically objectives.</p> <p>Uses most of the scientific vocabulary appropriate to the topic.</p>	<p>Completes all tasks, however the students understanding of content is superficial.</p> <p>Achieves mostly orange in the working scientifically objectives.</p> <p>Uses some of the scientific vocabulary appropriate to the topic</p>	<p>The student often does not complete the tasks given to them, despite the scaffolding and support provided, and therefore significant gaps in their knowledge develop.</p> <p>Achieves mostly red in the working scientifically objectives.</p> <p>Rarely uses the appropriate scientific vocabulary.</p>
Fluent in Five	Consistently scoring 4 or 5 in the knowledge retrieval starter.	Consistently scoring 3 in the knowledge retrieval starter	Consistently scoring 2 in the knowledge retrieval starter.	Consistently scoring 0 or 1 in the knowledge retrieval starter
Sticky Knowledge Quiz	80% and above	60%-79%	40%-59%	Less than 40%

There is the minimum expectation for all pupils to make expected progress from their starting point. The expectation is for **all pupils** to make **accelerated progress** and to 'learn more and to remember more'.

This approach ensures the following benefits for all pupils.

- Allows children who are working on a modified curriculum to be recognised for their achievements.
- Means that children don't rely on their English skills to demonstrate their ability in other subjects.
- A clearer definition of how children's work in class contributes to their overall judgement.
- Helps to identify more specific weaknesses and strengths to inform curriculum planning.
- Assessment draws upon judgements already being done so makes no extra work for teachers.

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

- End of Key Stage Statutory assessments. (Year 2 and 6)
- EYFS baseline assessment (introduced September 2021)
- Year 4 Times Tables assessments
- Year 1 Phonics Screening
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities (SEND pupils achieve using a bespoke curriculum design and plan).
- Half termly or end of unit writing moderation
- Half termly White Rose maths assessments in Key Stage 1 and Key Stage 2
- The Accelerated Reading Programme in Key Stage 2 and termly STAR assessments
- Benchmarking and book banding in Key Stage 1 and 2 pupils
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations (and the school's new assessment framework).

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context

- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

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.

5. Collecting and using data

The School's Assessment lead is **Ian Bowd**.

The school uses INSIGHT Tracking and FFT as online tracking systems.

All class teachers are responsible for inputting and analysing their own data. It is then used to identify areas for improvement and to plan the next steps in pupils learning. The assessment lead is responsible for ensuring all data is collected termly across all subjects and is accurate. All reports should be clear and concise.

Pupil Progress is tracked and the assessment lead identifies groups and cohorts which need to be supported. The assessment lead meets with teachers and information is gathered for termly Pupil progress meetings with the Headteacher and subject leaders.

Termly Headteacher Reports are presented to the trust board for scrutiny and challenge.

Termly Headteacher Reports are presented to the local governing body for scrutiny and challenge.

6. Reporting to parents

Autumn Term

First Pupils Progress meeting

Spring Term

Second Pupil Progress meeting

Summer Term

Third Pupil Progress Meeting

July annual written Pupil Progress reports are sent out to parents.

The school has an open door policy all teachers are readily available to discuss progress of individual pupils. Parents are often invited into school to support and discuss pupil's progress.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Accessibility arrangements will be made for any children who require it such as larger print tests, the use of a scribe or a reader.

Opportunities will be made for children to demonstrate their knowledge and skills without relying on literacy skills such as recorded interviews and dictation technology.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Training

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

Continuing professional development may take various forms including the provision of direct face to face training and online training. 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.

9. Roles and responsibilities

9.1 Governors

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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the 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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the SLT and governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson Observations
- Planning
- Book Scrutiny
- Pupil Progress Meetings.

11. Links with other policies

This assessment policy is linked to:

- SEND Policy
- Behaviour Policy
- Early Years Foundation Stage policy and procedures
- Feedback and Marking Policy
- Homework Policy
- Equality Act 2021
- Marking and Feedback Policy

