

'With Jesus we can **achieve** what we **dream** and **believe**'

Statement of intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment should:

- Be at the heart of classroom practice.
- Be purposeful.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Recognise the achievements of all learners.

At St Michael's this is driven by the following 3 questions:

- Where am I with my learning?
- Where am I aiming to get to with my learning?
- How do I get there?

Aims

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

Strategies

There are 3 main types of assessment used here at St. Michael's:

Formative Assessment - This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to day basis and to tailor teaching accordingly.

Summative Assessment – This is used to evaluate how much a pupil has learned at the end of a teaching period (Unit, topic, term or academic year).

Nationally Standardised Summative Assessment – This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based on the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

Teachers use focussed feedback to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Results of published tests are used to contribute to overall teacher assessments.

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two-parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress by appointment.

We publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths
- The percentage of pupils who achieved the expected standard or above in reading, writing and maths

- The percentage of pupils who achieved a high level of attainment in reading, writing and maths

We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

Marking and feedback

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. Teachers use marking and feedback books in all lessons to record the learning that takes place as well as their own observations including next steps in learning, misconceptions, good examples, presentation issues, spelling errors and any incomplete work. These observations inform the next lesson/s and any precision teaching or intervention that is needed.

We plan our lessons with clear and focused learning outcomes. We assess our pupils during the lesson, using a no written feedback approach (a traffic light system from Year 1 – Year 6).

A **green light** means that the child has met the learning outcome independently and will move on to the next learning outcome. (This could be the next lesson or the current lesson.)

An **amber** light means that the child will need more time to consolidate their learning in order to meet the learning outcome independently, or has achieved the learning outcome with support.

A **red light** means that the child will require additional support from an adult during the lesson or the next lesson in order to progress their learning. This may also be addressed through precision teaching outside of the lesson.

Teachers or children to note the support that they received for the lesson. I = individual, S = support, G = teacher guided

Teaching staff may also write a short comment of celebration or encouragement but this is not compulsory.

Ticks are used when learning is correct, and a dot or circle where errors have been made. All pieces of work must be physically marked either by an adult in green or self-marked by the child in red.

Some incorrect spellings will be picked up on. According to a child's ability, the correct spelling may be given or the child will be asked to practise/find these before the next lesson.

The marking or feedback must involve all adults working with the children in the classroom. Staff should endeavour to 'live mark' work where possible during the lesson with the children. Children will be sufficiently challenged/supported based on this feedback. The teacher or LSA must 'touch base' with each child's book either in or after each lesson and the marking and feedback book completed for each lesson.

Maths- If an inefficient method has been used then the teacher should provide a model for the correct method.

Extended writing – When pupils complete an extended writing task, this will be marked by the teacher with the pupil or if marked at a distance feedback will be verbally shared with the pupil. On these occasions, along with verbal feedback, teachers should highlight/write the objectives met within that piece, and identify a target for improvement.

Moderation

We use moderation as a tool to ensure consistent and accurate teacher judgements. Moderation takes place within year groups and across phases and we also take part in inter-school moderation.

Baseline assessment

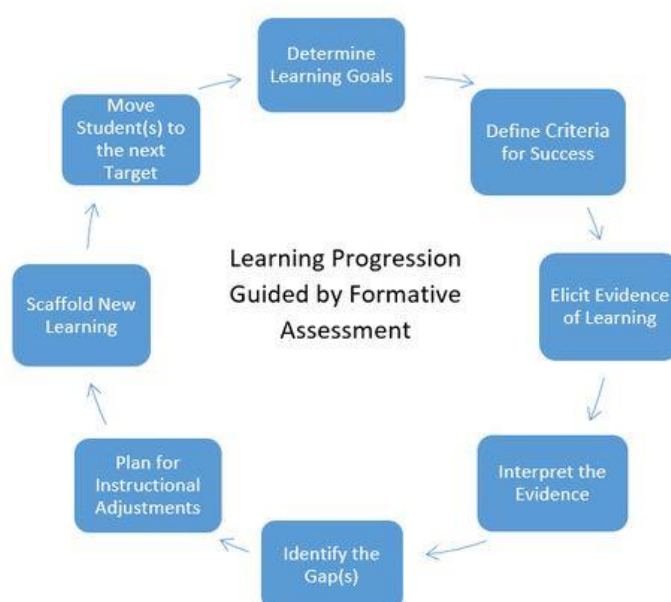
Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include (where appropriate):

- NASSEA assessment
- RWI assessment
- Speech and language assessment
- Teacher observations and assessment of classroom activities.

Pupils' speech and language are assessed during their first few weeks in Reception. Any pupil with significant speech and language difficulties is referred to a speech and language therapist.

Formative assessment



Formative assessment is the ongoing assessment of learning undertaken by all teachers on a daily basis and is pivotal in informing next step planning.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

Summative assessment

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.

- Ensure statutory assessments take place at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of year assessments - SATs/ NFERs.
- Phonics Screen Check (Y1 & 2)
- Multiplication Check (Y4)

Monitoring meetings

During termly pupil progress meetings, teachers meet with the SENCO, head teacher and T&L team to analyse data, pupils' needs and plan support/ intervention. Analysis is based on formative/summative assessments and teachers formative knowledge of their class.

The headteacher, T&L team and class teachers meet termly with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

The headteacher, T&L team and subject leaders meet annually with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

Assessing pupils with SEND

Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a long-term learning pathway for every pupil.

Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.

At St Michael's we currently use PIVOTS and Edukey to assess, record and monitor SEND pupils.

Assessment methods are adapted for some pupils with SEND. Adaptations include:

- Adapting the use of questioning to allow sufficient response time.
- Using visual stimuli.
- Using alternative means of communication.
- Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.

High expectations are held for pupils with SEND and SMART targets are set within their personal profiles.

When teachers assess pupils with SEND against the expected standards, they assess each pupil against what the pupil can achieve with reasonable adjustments in place.

If a pupil has a disability that prevents them from demonstrating attainment as described in their learning goals, assessments are based on their preferred method of communication.

Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but **assessment standards are never compromised**.

If a pupil cannot demonstrate attainment of a learning goal with reasonable adjustments in place, the learning goal can be excluded from the teacher assessment judgement – teachers will use their professional discretion when making such judgements.

During termly pupil progress meetings, teachers meet with the SENCO, head teacher and T&L team to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil, and information from external professionals.

Record keeping

The school ensures that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records are maintained and disclosed to parents at their request; these records include information about current and former pupils.

The school keeps curricular records on every pupil, including a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled. The school's Records Management Policy and Data Protection Policy will be followed at all times.

Monitoring and review

1. This policy will be reviewed annually by the Assessment Lead & T&L team.
2. Any changes to this policy will be communicated to all members of staff.
3. The next scheduled interim review date for this policy is July 2021.

Date Approved by Governing Body: 16/03/2021

Chair Governors: Jeanette Riley

Headteacher: Alyson Rigby

Next Review Date: March 2023