

‘With Jesus we can **achieve** what we **dream** and **believe**’

### **The Link between Curriculum and Assessment**

We see the school's curriculum as the primary tool to ensure children know and remember more. The curriculum provides the framework of what we intend children to learn. The curriculum **intent** allows us to create the **outcomes** against which we can assess whether children have achieved the intent or not.

**Diagnostic Assessments** are vital in ensuring children are **retaining** their learning. In this way they ensure that children have remembered what they have learnt overtime. These assessments take place at the beginning of new learning and check that the prior learning has been retained. Teachers would use this information to decide if a child needs to revisit, consolidate or move on in the learning.

**Formative** assessment judgements allow us to take one of 3 actions on **implementing** the curriculum when reviewing learning:

- The intent is achieved and the child moves on in their learning.
- The intent is partially achieved and the child needs further practice to consolidate their learning
- The child does not achieve the intent and so has to revisit the learning before moving on.

For each outcome, this would involve providing feedback to the learner as well as informing future planning.

**Summative** assessments at the end of units of work would ensure that assessments are taking place at distance from direct teaching as well as ensuring that the reviews of learning support curriculum **implementation** by informing the teacher about what to plan next.

Overtime there is a need to check children's understanding and evaluate the **impact** of the curriculum on children's learning. These will refer to the school's broad curriculum **intent** for a year group or national expectations when appropriate, to review learning and to support future curriculum **implementation**.

**Intent:** This is the role of **intended learning outcomes** in assessing whether the intended learning has been **achieved**.

**Implementation:** This is how **learning reviews** of the intended learning outcomes are used to **inform** future curriculum planning.

**Impact:** This is a review of children's learning and development at specific points on their learning to **inform** future provision and **evaluate** prior learning.

### **Intent Statement**

High quality assessment practice is not merely about achieving particular outcomes it is about preparing pupils to become self-regulating learners and to achieve this by setting high expectations of themselves. This will be achieved by ensuring children embedded their learning and apply it across the curriculum.

**The purpose of this policy is to support:**

- staff in ensuring a consistent vision of assessment in our school
- Learning must be embedded to be retained by pupil's overtime and demonstrated in different subjects or contexts.
- parents in beginning to understand how well their child is doing compared to age related expectations
- staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time

**The Primary purpose of assessment** in this school is to help the learner make progress and reach their potential. This will be achieved by considering the following:

- assessment information is gathered from looking at what pupils already know, understand and can do to inform future instruction
- will be informed by their parents/previous providers as appropriate
- be used to plan appropriate teaching and learning
- to identify pupils who are falling behind in their learning
- to identify pupils who may need additional support to 'catch up' with their peers
- Enable all pupils to make progress and achieve well compared to age related expectations from the curriculum.
- Enable pupils to understand how to improve as a result of useful feedback, written or oral, from teachers, peers or self.

**The principles of in school assessment:**

The school will make good use of formative, diagnostic and summative assessment approaches and ensure the correct balance between these approaches. At the core of this policy is the recognition that **high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.**

**Formative Assessment** is not just assessment that involves more than only marking and feeding back judgements, but ensuring that instruction is tailored to pupils needs.

**Diagnostic assessment** is bound into the next steps, looks forward as well as back, and is closely allied to forward planning. This will be used after a period of teaching and to link units of work to show progress.

It should be recognised that by the school making effective use of prior-learning assessment tasks periodically the teacher can ensure that the curriculum a child receives is matched to their next steps in learning. It allows the teacher to review learning to see if the pupil has retained their prior learning and if revisiting or consolidation is needed before moving on.

By the use of **summative post-learning assessment** tasks the pupil progress can be judged against their prior learning task and the intended learning for the unit of work. Teachers again review learning and if revisiting or consolidation is needed before moving on. This information can be used to identify the impact that the curriculum is having on pupils learning.

These tasks and tests are against the school's curriculum not commercial 'off the shelf' assessments which may not match the intended learning outcomes of the school's curriculum and hence will not be valid to judge progress or purposeful for next steps.

This will also allow the school to change the culture of 'assessment' from constant recording for accountability to informing instruction and the curriculum. The time this frees up for staff will allow them to focus clearly on improving the quality of teaching that pupils receive.

In this way, pupil's learning will become embedded and rates of progress will be accelerated through the curriculum due to high expectations set by the staff and school's curriculum.

**This policy intends to:**

- make clear our vision of the role of assessment as part of teaching and learning in our school and provide clear guidelines for the implementation of the policy
- Ensure assessment is purposeful, valid and reliable for analysis
- Be clear on the role of diagnostic, formative and summative assessments in informing instruction and providing feedback to the learner.
- Ensure that assessments take place at distance from direct teaching to ensure pupils have retained their learning
- When assessments should be recorded and the purpose of the assessment does not require it to be recorded.
- Ensure that pupil misconceptions are diagnosed and challenged
- Provide clear guidelines for the implementation of the policy
- Reduce teacher workload by using effective sampling techniques.
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

**Assessment in St. Michael's will:**

- enable individual pupils to make progress in their learning and that their learning is retained over time.
- relate to shared learning intent and intended learning outcomes
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do independently appropriate to their age
- include reliable judgements about how learners are performing, related when appropriate to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information and considering if they need to revisit, consolidate or move on in their learning.
- provide timely feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these as part of the teaching process.
- enable teachers to plan more effectively by using assessment outcome to plan future instruction
- provide us with information to evaluate our work, and amend planning at whole-school, class and individual pupil levels
- enable parents to understand and be involved in their child's progress
- ensure that our practices in this area are fully inclusive

**Roles & Responsibilities:**

Teachers and support staff are responsible for carrying out diagnostic, formative and summative assessments with individual pupils, sample groups and whole classes, depending on the context. These outcomes will be shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress.

The outcomes of periodic summative assessments in the all subjects are reported to the SLT as outlined in the school's curriculum policy, these outcomes will be shared with parents at Parent Consultation meetings, and in each pupil's Annual Report.

The Assessment Lead is responsible for:

- Ensuring each class teacher uses Programme of Study (POS) as their basis for planning the objectives against which the performance of individuals and vulnerable groups will be assessed as the schools on – going assessment.
- Ensuring periodic summative assessment outcomes inform feedback to the curriculum or learner.
- Ensuring all staff are familiar with current assessment policy and current practice.
- Identifying pupil groups who are vulnerable to underachievement in relation to age related expectations and prior attainment in the core subjects.
- Using QLA at KS1 and KS2 to identify areas of the curriculum in need of development and share with staff
- Using outcomes to identify and prioritise underachieving pupils across the school.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years at points of transition.

The Headteacher and the Assessment Leader are jointly responsible for:

- Ensuring class teachers are aware of their accountability for the progress of the cohort, specific groups and individual pupils. They will do this by taking into consideration the progress of learners against the intent of the school's curriculum.

Subject Leaders are responsible for:

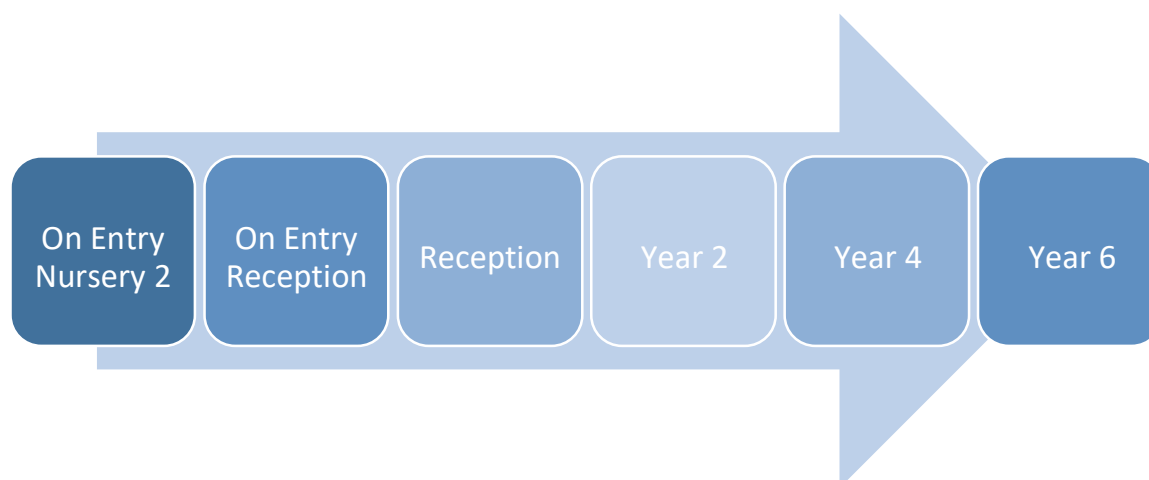
- Ensuring all staff are familiar and with the on-going assessment, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leaders, where appropriate
- Creating a bank of periodic assessment tasks and tests to validate pupil progress against the curriculum in year and between years in all subjects.
- Monitoring standards in their subject according to expectations set out in the school's curriculum.

### **Outline of the Assessment Framework**

Senior leaders and the Assessment Lead will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. Assessment is at three levels in the school:

1. On-going – this is formative the day to day process of reviewing learning intent to see who has achieved them then planning next steps whether they need to revisit, consolidate or move on in their learning. As well as in lesson feedback on learning. (Please the annexe on formative assessment for further information.)
2. Periodic – this is a summative assessment at the beginning of units to identified prior learning and inform the curriculum. At the end of a unit of work to evaluate if the curriculum intent has been achieved. End of Year standardised tests in KS2 and KS1 provide the opportunity to inform the 6th half terms as well as evaluate learning overtime.
3. Transitional – this is a summative assessment this is usually when pupils are assessed against national standards at the end of the key stages but also includes

other transition year groups. Briefly the schools transition judgements framework is set out below for all subjects.



### **Ensuring judgements are reliable**

To ensure TA judgements are reliable, in-year moderation of judgements is organised, referring to the Periodic Assessment Guidance for English and maths.

A consistent approach to science and foundation subjects is achieved by referring to the guidance Assessment in the Wider Curriculum. Children's progress for these subjects will be reported against the expectations of the school's curriculum to parents once a year.

To ensure robust comparison of outcomes over time, the school will be adopting standardised testing in KS1 & 2 for reading, GPs and maths and this will be used to further quality assure teacher assessment.

The use of end of year standardised tests across KS1 & KS2 for reading, GPS and maths. They will be used to identify children at risk compared to their peers. All summer summative data in RW&M will be collected and analysed to identify the priorities for provision for the pupils. This will allow these judgements to be linked to pupil's next steps.

New strategies and innovations will be implemented, as appropriate, in response to the new national requirements. Regular, rigorous standardisation & moderation will take place internally led by the assessment/ subject leaders as appropriate.

### **Reporting and Recording Assessments Outcomes**

Keeping parents informed about their child's progress on their curriculum journey is vital. This will be done consistently across EYFS, KS1 and KS2 by relating the child's achievements to the expectations set by the school's curriculum.

The school will do this through reporting pupil progress in the following ways:

- In the EYFS, the children's end of year assessment will be shared and reported to parents in the annual report.
- For KS1 & KS2 English, maths and science, children's progress will be reported to parents in the annual report. For science and the foundation subjects, the pupil's progress against the curriculum will be reported in 3 groups.

This information will also be utilised by the SLT, subject leaders and teachers to monitor pupil progress and evaluate the impact of the school's curriculum on learning. It is at these end of year points that summative outcomes will be recorded. In-year assessments will be recorded for RW&M, but all other subjects they will be evidenced by the children's outcomes of pre and post assessment against the curriculum.

For science and the foundation subjects the curriculum impact would be evaluated each year, ensuring that all domains have been covered in sufficient depth for a secure judgement to be made.

The school recognises that the exception to this would be if a pupil, group or cohorts progress is causing concern, meaning that monitoring would be more intensive.

### **Management and evaluation of assessment policy and practice**

The assessment lead, in consultation with the SLT, should ensure that the school policy reflects the latest guidance and research/innovation. The assessment leader will be responsible for reviewing the policy regularly.

The assessment lead will audit key elements of the policy and report to the SLT to ensure that:

- The link between subject knowledge and effective assessment practice is recognised.
- Assessment take place across all subjects in the school's curriculum, guided by principles agreed.
- Classroom practice is reflecting agreed whole school approaches to ongoing assessment particularly about feedback and marking.
- The principles of in school summative assessment are being adhered to
- The school is linking with partner schools to allow external standardisation of teacher assessment.
- That the school is complying with statutory requirements.

### **The Quality Assurance of Standards**

The expectations set out by the school curriculum will need to be robust to ensure that pupil's progress is being accurately recorded and are free from bias. The standardisation process will recognise the role of support to achieve expectations and the application of prior learning as a strong indicator of children's achievement.

It should be recognised that those children working above expectations will have a greater **depth of understanding** will demonstrate this capability by **applying the knowledge and understanding** gained in one part of a curriculum to increase their understanding in other parts of the curriculum, or across the curriculum as a whole.

Whilst those **working within expectations** of the curriculum will still require **scaffolding** to demonstrate the expectations of the curriculum. Those children **working at curriculum expectations** will be able to **demonstrate** expectations but not yet consistently applying them across the curriculum. This will be monitored through the **teaching cycle** by the use of the indicator children's books and outcomes.

### **EYFS**

In the EYFS, in line with the 2021 reforms, the school will be significantly be reducing evidence gathering and tracking data. Reporting and recording of assessments will only take place against the 7 areas of learning and at a few points across the EYFS.

The school is adopting the EYFS assessment guidance to allow the school to standardise within and across schools across Nursery and Reception. This, unlike KS1 and KS2, still remains a 'best fit' approach.

### **KS1 & KS2**

Recording of assessments is primarily evidence in the children's books. There is a strong emphasis on using assessments to inform feedback on the curriculum, rather than generating data to be recorded. The school has adopted the periodic assessment guidance to allow the school to standardise within and across schools across KS1 and KS2. The school will use sample validation testing and tasking to allow the consistency of teacher assessment to be evaluated across KS1 and KS2.

### **Quality assuring standards in Reception, KS1 & 2**

In these year groups the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year.

- the school will ensure that school practice in teacher assessment is in line with guidance for effective practice in the moderation of teacher assessment
- the school will ensure that testing at KS2 is in-line with the standards and best practice guidance for effective administration of the end of key stage tests

Reporting outcomes to parents and outside agencies – the school will report the outcomes in each year group for RWM and science in 5 broad groups:

**Working below the expectations** – those pupils not working at age related expectations

**Working within expectations** – those pupils beginning to work with age related expectations but not yet secure

**Working at expectations** – those pupils working securely at age related expectations

**Working above expectations** – those pupils showing a greater depth of understanding of age-related expectations

**Exceptional performance** – those pupils who have progressed further and are working beyond age related expectations.



For science and foundation subjects, children will be assessed in 3 broad groups (see below) which will be externally validated with other schools by the subject leader. In all years it will be standardised internally against the expectations of the school curriculum. This is against the school's learning outcomes for the units of work, drawn up to match the intended learning.

**Working within expectations** – those pupils beginning to work with age related expectations but not yet secure

**Working at expectations** – those pupils working securely at age related expectations

**Working above expectations** – those pupils showing a greater depth of understanding of age-related expectations

It should be noted that as the school has moved to an age-appropriate curriculum, it is anticipated that large shifts of pupils will take place over time, rather than in-year or between years. Pupil progress in-year will be demonstrated in their work in books, as the school's curriculum is planned for progression.

Progress will also be demonstrated as part of the learning sequence, with children needing less support to be able to demonstrate their prior learning. This will be most evident when children demonstrate their prior learning in other subjects, it is this which will allow teachers to identify children who have a greater depth of understanding of their learning.

### **Types of Assessments used and their purpose**

**Formative assessment** - Formative assessment is an integral part of teaching and learning. It does not contribute to the final outcome it contributes to learning through providing feedback. It should indicate to the children what is good about it and why this is good; it should also indicate what is not good and how the work could be improved.

This should be used to allow pupils to identify success criteria for their learning. Effective formative feedback will affect what the pupil and the teacher do next. The feedback process should progress from teacher led to peer to self.

**Summative assessment** - Summative assessment demonstrates the extent of a learner's success in meeting the intended learning outcomes of a unit or terms work. It is normally, though not always, used at the end of a unit of teaching or term.

Summative assessment is used to quantify achievement. For all these reasons the validity and reliability of summative assessment are of the greatest importance.

**Diagnostic assessment** - like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards.

A diagnostic approach assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching with groups of children or whole class or when a problem arises with groups or individuals. The school makes use of the summer NFERs outcomes in this way.



Synoptic assessments encourage pupils to combine elements of their learning from different parts of a curriculum and to show their accumulated knowledge and understanding of a topic or subject area.

### **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.

### **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, with a particular focus on misconceptions, areas for further teaching, and next steps in learning. 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, over-the-shoulder, live marking approach.

Teachers or children should note the support that they received for the lesson:

I = independent, S =supported, G=adult guided

Or

I do, We do, or You do

This will vary depending on the subject/task.

When planning, teaching and reviewing evidence of learning, it is helpful to consider to what extent the work allows for or demonstrates independence. Identifying independence might include thinking about:

Points to consider	Example
How closely a teacher works with a child to achieve the task or outcome	Child works in a focus group with teacher or learning assistant
The way that the task or activity is structured	This may include the use of <ul style="list-style-type: none"> <li>• mathematics apparatus</li> <li>• prompts for writing</li> </ul>

How pupils are grouped for the work	Mixed ability so more able support less able
A child's familiarity with the tasks or structure of the task to be undertaken	Work on it all week and then assessed
The degree of support given by the mode of response	If resources such as writing frames or worksheets are used.

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard. It must be recognised that independent work of this kind **typically occurs at some distance from direct teaching**, for example when concepts and skills taught in one context are applied in another.

Teaching staff may also annotate children's work to clarify misconceptions or provide models to scaffold learning. Ticks are used when learning is correct, and a dot or circle where errors have been made. All pieces of work must be seen by an adult, with next steps identified, however this does not necessarily mean that they are physically marked in pen. Where books are marked, this will be either by an adult in green pen, or self-marked by the child in red. If not in the lesson, the teacher or LSA must 'touch base' with each child's book after the lesson, and the marking and feedback book completed accordingly.

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 always endeavour to 'live mark' work where possible during the lesson with the children. Children will be sufficiently challenged/supported based on this feedback.

### **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 PIVATS 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 plans.

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 2024.

Date Approved by Governing Body: 24/10/2023  
Chair Governors: Jeanette Riley  
Headteacher: Alyson Rigby  
Next Review Date: July 2024