# ASSESSMENT POLICY

"Bringing out the best in everyone,
For the benefit of all, in the Spirit of Christ.'

## 1. INTRODUCTION

### The Role Of Assessment In The Learning Process

We use assessment to ensure that we know our pupils as individuals, to identify their strengths, weaknesses, attitudes, values and characteristics so that we can develop appropriate strategies and techniques for fulfilling the aims and objectives of schemes of work.

Assessment is a key component in bringing about school improvement. Information obtained from assessment, used effectively, can improve teaching and thus learning and raise pupils' attainment.

Assessment is a window on learning, it tells us if children have learnt and what they need to learn.

It is assessment that helps us distinguish between teaching and learning.

### POLICY FOR ASSESSMENT

At Our Lady & St. Kenelm School we aim to:

**"Bring out the best in everyone, for the benefit of all, in the Spirit of Christ".**

The term "assessment" is used to include a very wide range of methods by which information about individual pupils is gathered and appraised. Assessment includes formal testing and examination but these are only part of it.

Assessment is a judgement based on evidence at a specific point in time.
Sometimes the expectation is based on what is normal for children of the same age (norm - referenced assessment). Sometimes it is based on what the child can or cannot do (criterion - referenced assessment).

Staff need to be aware that all learners need to know:

a**) What they are going to learn.** The particular learning objectives for the lesson or series of lessons need to be clearly explained to the learner. These learning objectives need to be part of the scheme of work. – expressed to the children as targets.

b**) How they will know that they have learnt at the end of their learning** i.e. how they and the teacher will know that they have achieved what they set out to achieve. These are the criteria (for success) and need to be given to the learner in words which they understand.

c**) How they are going to learn**. Learners need to know what methods are to be used to achieve the learning. Each pupil has a preferred learning style and so they need to have opportunities, as appropriate, to negotiate the way that they will learn so that they are maximising their individual learning style. They need to feel confident that the teacher will help them to learn e.g. by providing differentiated tasks, and appropriate support and stimulus. –an awareness of multiple learning.

d**) How they are progressing during their learning.** They need regular feedback against the criteria that

they are to achieve in order to keep them 'on target' and may need to have the learning task(s) modified during the learning process so that they can achieve the targets. It is during this stage of the process that learners could use the criteria to make judgements about their own attainments (self-assessment). Using the criteria, peers can also carry out some assessment to help support each other's learning. – The use of the 'faces' system helps teachers and learners to make judgements about attainment.

e) **When they have achieved the targets which have been set.** They then need to know the next targets to be achieved.

**AIMS OF ASSESSMENT - for the pupil, for the teacher, for the parent.**

Assessment has many purposes which are listed below. This list is NOT in hierarchical order.

**We assess to :**

1. Identify the educational needs of a pupil.

2. Identify a pupil's progress.

3. Identify attainment and achievement.

4. Motivate pupils.

5. Encourage pupils to take ownership of their own learning.

6. Measure attainment against nationally set criteria.

7. Plan the next step in the learning process for the learner.

8. Provide feedback on progress.

9. Help teachers to evaluate their teaching programmes, the learning strategies offered and their delivery.

10. Evaluate the school's curriculum.

11. Measure and monitor attainment within a year group.

12. Inform the grouping of pupils both within the class and groups withdrawn.

13. Inform parents of their child's progress, attainment and achievement.

14. Provide the information for reporting.

15. Meet statutory requirements.

16. Identify the resource needs of the school.

17. Provide information for end of year transfer.

# Guidelines For Assessment

1. Introduction

2. Forms of Assessment

3. Strategies for Assessment

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14. Reading Screening

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## 1. Introduction

Each curriculum Leader is responsible for writing, monitoring and managing the Subject Policy, Scheme of Work and Guidelines. The policy contains the school's philosophy on the subject. The scheme of work details what is taught, the progression, when it is taught and opportunities for assessment, when appropriate.

The Guidelines contain details about how the subject is delivered. Subjects are planned under the following headings:

***Long Term:*** Yearly overview of the subjects and topics covered.

***Medium:*** Termly breakdown of learning objectives.

***Short Term:*** Weekly breakdown of activities planned to meet learning objectives.

## 2. Forms of Assessment

**Assessment should be:**

**DIAGNOSTIC** - identifying learning difficulties which may be scrutinised and classified so that appropriate help and guidance can be provided.

**EVALUATIVE** - providing the means by which some aspects of the work of the children and school can be assessed.

**FORMATIVE** - the ongoing process in which pupils' positive achievements can be recognised, discussed and recorded. This will be used by teachers to plan the most appropriate opportunities for learning.

**SUMMATIVE** - recording the overall achievement of a pupil at the end of a stage or year.

## 3. Strategies for Assessment

Assessment is concerned with an individual pupil's attainment, in relation to set criteria, in some cases these are shared.

Types of assessment are listed below:

Early Learning Goals in YR.

Teacher observation of an individual child.

Teacher observation of a group of children.

Teacher questioning an individual child.

Teacher questioning a group of children.

Marking work done.

Target Tracker

Pupils Self-Assessment through Big Question or Reflect and Respond

Peer Assessment

Tests

SATs at end of KS2.

SATs material in Y6.

SATs material used to assess key learning objectives.

Homework.

Practical work.

EBL work.

Salford Reading Tests 3x per year.

## 4. Equal Opportunities

All children regardless of race, sex or religion are treated equally in the Assessment Policy.

## 5. S.E.N.

Some children may be given differentiated assessment tasks, to take into account their identified learning difficulties.

## 6. The Role Of The Teacher

**(How the teacher should plan for assessment and learning).**

### A. Planning

All assessment must be planned and the **planning process** should
take place in the following order:

**a)** The teacher first needs to know which **key learning objectives** are to be achieved during the allotted period of time – such as half a term i.e. what the pupils will **know, understand or be able to do (skills).**

These key learning objectives, with their associated criteria, will have been identified by the whole school planning process and are those which will be assessed and recorded.

It is important that EVERY lesson has clear objectives / targets and that these are shared with the pupils. These objectives are written in the form of a question: 'Can I …?'

The objectives / targets must state clearly what the pupils are to LEARN - not what activities the pupils are going to undertake. Only those key learning objectives, identified by the school as a whole, will be the focus for 'formal' assessment which will be recorded.

(Some objectives will be long term goals and pupils will be developing their skills and understanding over a period of time. These objectives will not be assessed until the appropriate time in the whole school plan).

**b)** Assessment (or success) criteria, which have been defined in the whole school planning, need to be reworded into language which pupils will understand i.e. "pupil speak" Criteria are the means by which the teacher and the pupil know when the learning has been achieved, i.e. the outcomes of the learning ("how will I know when John has achieved.....").

In order to 'pitch' the criteria at the correct level for individual pupils, teachers must know the level at which the pupil is currently performing i.e. what the pupil already knows, understands and can do. Defining the criteria for assessment is the most difficult part of the whole process.

**c)** In order to decide whether the criteria have been achieved, appropriate assessment tasks or activities need to be planned and prepared by the teacher. These activities need to be differentiated.

By devising assessment tasks before the learning takes place, the teacher will be able to ensure that the planned learning tasks will allow the pupils to achieve the desired outcomes which are to be judged by the successful completion of the assessment task or activity.

**d)** It is only when the above three have been done should the teacher then begin to plan the learning activities which will be carried out with the pupils to achieve the learning objectives.

**B. Delivery of the learning activities.**

Before starting the learning activities, the teacher must explain to the pupils what they are to learn and how they will know at the end of the learning that they have achieved the goals set for them (success criteria).

Throughout the learning process, the teacher should be making continual judgements (assessments) against the stated criteria about the pupil's learning. This should be used to modify the learning process as and when appropriate.

The teacher should also give regular feedback to the learner. The teacher will provide this feedback both orally and through their marking of pupil's work. The feedback should always be related to the key learning objectives and the criteria which were given to the pupils.

**C. Assessment**

When the teaching has been completed then the **assessment activity** can be carried out by the learner. The task or activity should continue on from the learning i.e. wherever possible be a 'seamless robe' in the learning process for the learner.

The work produced by the learner from the assessment task should be 'marked' (assessed) against the criteria set (additional criteria should not be added - only those criteria given to the pupils at the start of the learning activities).

**h)** The teacher should give feedback to the pupils about their achievements against the criteria. This feedback can be oral or written through the Live Marking process or at the end of a lesson.

If a pupil has not achieved the criteria, it is very important that the teacher uses this assessment information to plan new learning activities. The new learning activities must enable the learner to achieve the objectives.
Teacher Assessment must be ongoing for every lesson. This is done by opening up Target Tracker and highlighting the appropriate target, the appropriate colour for each child.

This will feed into the Pupil Progress meetings that each class teacher and TA will have with the Assessment lead and subsequently the HT.

**7. The Management of Assessment**

The following structure illustrates how the Assessment, Reporting and Recording and Marking Policies are to be implemented.

Class Teachers
Subject Leader Inclusion Manager
Deputy Headteacher
Headteacher

**8. End of Key Stage Teacher Assessment**

As well as the continuous monitoring of pupils' achievement throughout the curriculum, a summative teacher assessment is made for every pupil in the final year of Key Stage 1 and Key Stage 2.

**<u>Key Stage 1 Assessment</u>**

Statutory assessment is optional since 2023. We still assess at the end of Key Stage 1 using Teacher Assessment .

Teacher Assessment is based on the teacher's professional judgement as against exemplar material and moderated work samples.

Staff use the End of Ks1 framework to make accurate judgements for each child.

**<u>Key Stage 2 Assessment</u>**

Assessment at the end of KS2 is by TA and SATs. The three core subjects, Maths, English and Science are

measured by external test and Teacher Assessment.

Teacher assessment for writing provides the professional opinion of the child's attainment by the end of Year Six, the final year of KS2. It is made using the End of KS2 framework.

Teacher Assessment for writing is sent off to Primary Gateway at the end of June.

SATs papers are marked externally and the results of these are available from Primary Gateway and are published as part of the League Tables.

Results are shared with the parents in the Summer Report.

**9. Standard Assessment Tests (SATs)**

In addition to the teacher assessment, each pupil in the final year Key Stage 2 participates in Standard Assessment Tests. These take place over a period of time commencing in May.

Moderators, appointed by the LEA, visit the school regularly to check and verify the grades being awarded.

Attainment ranges from, working towards expected standard, working at expected standard and working at greater depth.

In Y6, separate tests are carried out for reading comprehension, Maths and SPaG. Writing is assessed using Teacher Assessment.

**10. Moderation**

Discussions take place between the staff working within a Key Stage to assist in moderation.

Staff have regular moderation meetings during staff meeting times where they are asked to bring examples of WTS, EXS & GDS work. These are used to direct staff to the method and requirement of SATs; to look closely at the need to ensure the teaching input is meeting the requirements progressively; to ensure an understanding of each level of attainment and 'best fit' model.

**11. INSET/Staff Meeting**

The Assessment Lead will provide training and updates for staff when appropriate, to ensure the standardisation of assessment methods.

**12. The Role of the Assessment Lead**

The assessment lead is responsible for the Assessment, Recording, Reporting and Marking throughout the school. The lead will attend all suitable Inset and disseminate information to staff as appropriate. The lead will advise staff about changes in SATs and Assessment Regulations. The lead is responsible for monitoring the policy into practice. The lead will keep all documentation up to date.

**13. SONAR**

At OLSK we use SONAR as an ongoing record of assessment. The Assessment lead will go through the resource with all new staff.

Staff are expected to have the programme open during every lesson and keep the targets up-to-date.

If children are not making they progress expected, they will be classes as 'at risk' and these will feed into weekly interventions delivered by a TA or the class teacher.

The Assessment Lead, Class Teachers and TAs meeting 3x per year for Pupil Progress Meetings.

The Headteacher meets with staff 3x per year for Pupil Progress Meetings.

The staff meeting before these will give time for all class teachers to ensure that their target tracker information is up to date.

The data meeting with the Assessment Lead is to check this data, NOT TO COMPLETE IT WITH STAFF.

**14. Reading screening**

All children in KS2 classes are tested during September, using the Salford Reading Test. The results of the tests are analysed by staff.

Any scores, which are obviously poor by comparison with past results are carefully scrutinised. If there is evidence of a performance which is clearly out of character with the child's previous form, a retest is arranged.

The test results are recorded and retained as a continuous record so that the child's pattern of performance can be monitored. Children scoring below their chronological age are regarded as causing concern and require additional attention, with extra support in the classroom.

Children level with or just above their chronological age need to be monitored carefully, to maintain progress and to ensure that there is no slippage.

The tests focus on not only word recognition, but comprehension too. TAs carry out the tests 3x per year and results are shared with class teacher, SLT and parents (where appropriate).

**15. Review And Evaluation**

This policy will be reviewed every two years to ensure it complies with all DfE Assessment Regulations.

It will be evaluated to ensure that the policy is fulfilling the aims of the school.

The Policy and Guidelines for Assessment were drawn up in consultation with all staff.