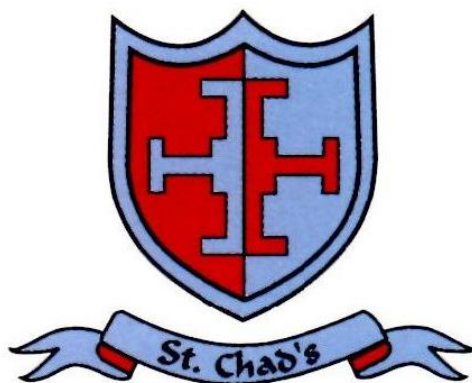


St Chad's Catholic Primary School



Assessment Policy

**Written by the Senior Leadership Team on behalf of, and following
consultation and discussion with, all staff.**

September 2025

Review date: September 2027

ASSESSMENT POLICY

St. Chad's Catholic Primary School

Policy Aims:

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Curriculum Policy and the Inclusion Policy.

Principles of effective assessment in our school:

- Compliance with statutory requirements
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats

SINGLE EQUALITY

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

TYPES OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives and success criteria*
- *Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Teacher assessment of pupils' written work*
- *Pupils' performance in formal assessments*

DIAGNOSTIC

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs IEPs / EHC Plan
- Informs teachers' planning.

SUMMATIVE

Formal summative assessments occur termly. They give a picture of the child's level of performance at a given time. They take the form of teacher assessment, but may use a wide variety of information to inform a judgement.

Assessments for RE, reading, writing, science and maths are recorded on the Pupil Tracker and are recorded every term. Assessments in other curriculum areas are recorded on Pupil Tracker, school reports and are recorded every year.

Assessment for Phonics in KS1 is recorded on a tracker every term.

Assessment for foundation subjects are recorded on the annual report to parents. Assessments are also recorded on MTPs.

EVALUATIVE

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

Using the outcomes of assessment

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a termly basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal termly review.)
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

JUDGEMENTS

It is important that judgements are consistent across the school. To ensure this, the following process is in place:

- During each term on-going teacher assessment against age related expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement.

Judgements are:

Below: Generally working below age related expectations. May be starting to demonstrate some of the features of this year group's expectations.

On track: Generally working at age related expectations.

Deeper Learning: Demonstrating a secure understanding and knowledge of age related expectations and has mastered elements of learning.

When children achieve a deeper learning judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group, except in exceptional circumstances.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster moderation meetings.

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with SLT
- The pupil tracker – updated termly
- Monitoring pupils' work by senior leaders and subject leaders
- Interviews with pupils by senior leaders
- Learning walks
- Lesson observations

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally through discussion between staff
- Termly reviews of achievement and progress
- In formal moderation staff meetings
- In Cluster Moderation meetings
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA
- Through external moderation, arranged by LEA

RECORDING

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Provision mapping
- Individual pupil records/reports
- Information held on trackers
- Pupil progress meeting records
- SEND information held on CPOMS
- The EYFS profile

REPORTING

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents annually. An opportunity for parental discussion will be arranged.
- Verbal reports are to be given to parents twice yearly
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.

Reporting to governors: Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's termly report to governors
- Anonymised data for cohorts, groups (e.g. children in interventions) and categories (e.g. PP children)
- Specific data requested by governors
- Analysis of assessments done by HT, SLT etc
- Access to ASP and LSIP pages

Reporting to the LA/DfE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- Y4 MTC
- End of KS2 outcomes

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At St. Chad's School this involves:

- Meetings between teachers within school to discuss individuals within cohorts, before the end of academic years
- Meetings between EY/KS1 teachers to discuss outcomes from EYFS
- Meetings between Y6 teacher and High Schools Year 7/SEND/CO staff
- Transition programme of events and visits to main feeder high school

SEE ALSO:

Feedback & Marking Policy

Curriculum Policy

Inclusion Policy

List of abbreviations

ILP Individual Learning Plan

EHC Education, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

LSIP Lancashire School Information Profile

ROLES AND RESPONSIBILITIES

TL&W Committee
▪ Evaluation of Impact ▪ Hold the HT to account ▪ Whole school overview record ▪ Summary of attainment and progress for each cohort and significant groups
Headteacher
▪ Whole school analysis (including trends over time) ▪ Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc) ▪ Managing the monitoring/assessment calendars ▪ Ensuring that decisions made and agreed are carried out ▪ Prepares whole school data for presentation to the governors
SLT
▪ Monitoring the performance of teachers and overview of pupils ▪ Analysing cohort/group data and preparing it for presentation to governors ▪ Holding subject leaders/teachers to account for targets set ▪ Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers ▪ Hold teachers to account for impact where resources have been allocated ▪ Ensure targets set lead to improved performance/ rise in attainment
Subject leaders
▪ Monitor the performance in their subjects ▪ Analyse and report on attainment and progress in their subject for SLT ▪ Highlight areas of strength to celebrate and weakness to support ▪ Moderate and address issues arising from mismatch between data/pupil books / observations etc. ▪ Hold teachers to account for performance in their subject area
Teachers
▪ Operate within the assessment time frame ▪ Meet or exceed the targets set for each child ▪ Record and analyse pupil/ group results ▪ Highlight areas to celebrate and to address ready for pupil progress meetings ▪ Prepare for pupil progress meetings ▪ Plan for timely intervention where needed and report impact ▪ Record results ready for input onto the Tracker Aware of the impact of their performance upon the whole school