

Saint Joseph's Primary
A Catholic Voluntary Academy



Assessment Policy

January 2023

Date of approval of this policy:	January 2023
Approved by:	Governing Body
Date of last review:	February 2026
Date of next review:	



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

Principles of Assessment

As a school, our approach to assessment is to ensure that it is purposeful for all children's learning, without having to add unnecessarily to the teacher's workload.

We do this by:

- Providing comments which focus on how students can improve, and encourage students to believe that they can improve.
- Ensuring feedback advocates the creation of a "culture of success" in the classroom where pupils achieve by building on their previous performance, instead of being compared with others.

Promoting the culture by informing students about their strengths and weaknesses and by giving feedback about what their next steps should be.

Ensuring that verbal feedback is a very influential, and as teachers don't always have the opportunity for "quality one-to-one dialogue" with pupils in the classroom, verbal feedback between pupils is vital.

- Using summative assessment for maths and English, which will further highlight possible gaps and areas for interventions.

Assessment Approaches

At St. Joseph's we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

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

Some of the approaches to in-school formative assessment that we follow at St. Joseph's are:

Self and Peer Assessment

- In FS and Key Stage 1, pupils should be taught to self and peer assess in a meaningful way, against the success criteria or learning objective. When self/peer assessing pupils should place a face symbol, green, orange or red, to indicate what they feel they have achieved.



- In Key Stage 2, pupils should be taught to self and peer assess in a meaningful way, against the success criteria. To self/peer assess pupils should tick the success criteria which they feel they have achieved and find evidence of this in their work, which they underline neatly in coloured pencil using a ruler. By the end of the academic year, Year 2 should also be using this method to self/peer assess regularly.
- The pupil should initial their peer assessment to show who has assessed the piece of work.
- All self and peer assessment will then be checked by the class teacher who should either tick to agree or alter the assessment.

Verbal Feedback

- Verbal feedback between pupil and teacher should be a regular occurrence in every session. It should be specific to the success criteria given for the learning intention. Every pupil should receive verbal feedback on a regular basis. When this is given 'VF' will be recorded next to the piece of learning.

Hard Marking

- Teachers should identify key corrections for the pupil to then go back and edit according to this. These developments should be linked to the learning intention.
- Practise/Deepen stickers are to be used in maths and English to either consolidate learning from the lesson or to challenge pupils by developing a skill.

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

Some of the approaches to in-school summative assessment that we follow at St. Joseph's are:

Maths

- Maths in KS1-KS2 is assessed through NTS [write in full then initials] assessments termly, apart from Year 2 and Year 6, where past SATs papers are also used to assess children's learning.
- These assessments work alongside our Mathematics Mastery scheme of units where children's understanding of key concepts taught that term are revisited to assess understanding.
- These assessments can be broken down to provide the school with a clear view of not only which children are on track, but also highlighting any children who may require further intervention.

- Assessments can be used to highlight if there are any concepts that may need revisiting as a taught lesson, or a Maths Meeting catch-up.

English

- Reading in KS1-KS2 is assessed through NTS assessments termly, apart from Year 2 and Year 6, where past SATs papers are also used to assess children's learning.
- Writing in KS1-KS2 is assessed by 'No More Marking' where children are given a stimulus to write about, and results are submitted for a large pool of professionals to make comparative judgements. Data from this is then broken down to show not only how individual children perform, but also displays this in relation to national assessments of writing. Individual writing is also assessed using the writing assessment key objective trackers. One piece of a child's work is marked against this per term to show progress.
- Data can then be used to provide information of where effective interventions can be placed to close the gap.

Nationally standardized 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

At St. Joseph's, nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication Times table Check (MTC) in year 4

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Collecting and using data

We will collect and use data only when it is necessary. Pupil's standardised scores, along with teacher knowledge will be used to track progress on a Point in Time Assessment (PITA), where pupils are assessed against what has been taught to date. This will be accessible from FS1-Year 6 to be able to track a child's progress and attainment across the EYFS-KS2. This data is then used by the class teacher to map out future learning and individual/group support that may be needed.

Reporting to Parents

Through PITA, teachers will use this data and their own practitioner knowledge to report information to parents each term. In autumn and spring terms, parents will be informed of their child's attainment and next steps in relation to reading, writing, maths, and R.E. In the summer term, parents will receive end of year reports where the same information will be reported, with the addition of foundation subjects. Children will be identified as being 'Below', 'Working Towards', 'Expected' and 'Greater Depth'. If a teacher has concerns then, with the consent of the parent, a cause for concern can be completed to explore further avenues of educational support.

Parents will be given the opportunity to make their own comments in relation to their child's learning and attainment.

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.

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, the Birmingham Toolkit will be used to consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties

Training

Teachers will be kept up to date on any changes in relation to assessment, from senior leadership and subject specific leaders, and where necessary training will be delivered via staff meetings or CPD training.

Roles and Responsibilities

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

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

Teachers

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

Monitoring

This policy will be reviewed annually.

All teaching staff are expected to read and follow this policy.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings.