



Assessment Policy

St. Patrick's RC Primary

"Christ with me as I learn, grow and shine"

September 2024

To be reviewed September 2026

Our Vision

At St. Patrick's, we wish every child to learn more and remember more through the use of carefully timed assessments and retrieval opportunities, that support and inform teachers to guide future provision and provide reliable information to teachers.

We believe that all forms of assessment should be used to improve teaching and learning and should be used to encourage and support a deep engagement with curriculum content. Our goal at St. Patrick's RC Primary School is to produce independent learners. We believe that the best form of assessment results from the on-going dialogue and interactions with children. Daily interactions are what provide the soundest judgements of pupil progress and are what should inform planning and teaching.

We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. We encourage our pupils to be creative and imaginative and develop a love of learning. Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

As part of the curriculum reforms of 2014, schools were given the opportunity to develop and share curriculum and assessment systems which meet the needs of their pupils. At St. Patrick's RC Primary School, we have developed, introduced and implemented an assessment framework to support pupil attainment and progression. Our assessment framework is built into the school curriculum which is based on the programmes of study in the national curriculum and we have developed a new assessment system which is tailored to our curriculum.

It places a much greater focus on ensuring our children become masters of the curriculum content relevant to their age.

We have agreed on the following principles as the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning,
- Simple to use and understand,
- Testing should be rigorous and reliable,
- Underpinned by a knowledge of the curriculum,

- Inform planning and the delivery of the curriculum,
- Supports early intervention to identify and manage misconceptions,
- Helps children to recognise their next steps in learning,
- Provides only necessary paperwork that impacts teaching and learning,
- Provides reliable information to parents about how their child is doing.

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.
- Achieve our assessment aims without adding any unnecessary workload to the staff at St. Patrick's RC Primary School.

Assessment Approaches

At St. Patrick's RC Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We are a research-informed school and take time to upskill ourselves on the latest practice to support assessment. 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

At St. Patrick's RC Primary, formative assessment, including regular retrieval practice, is used to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment. Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways, such as flashback fours, brain dumps and through flashcards.

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 areas for development lie, and what they need to do to improve.

For example:

- Questions and answer sessions during class,
- Retrieval practice,
- Marking of pupils work and feedback of strengths and areas of development,
- Observational assessment,
- Completion of "Mini Sub Hubs" Now Knowledge section,
- Scanning pupils' work for attainment and development,
- Assessing pupils' understanding of concepts, so any gaps or misconceptions are addressed,
- Pre learning tasks at the start of a new topic when the 'Big question' is introduced,
- Sharing learning challenges with pupils,
- Helping pupils know and recognise the standards to aim for,
- Believing that every pupil can improve in comparison with previous achievements,
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress,
- Pupils learning self-assessment techniques to discover areas they need to improve,
- Recognising that both motivation and self-esteem can be increased by effective assessment techniques.

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.

For example:

- End of year tests,
- Final pieces of work completed at the end of a teaching unit or topic,
- Termly Maths, SPAG and reading tests,
- Weekly spelling tests,
- Termly Phonic Screening tests in Year 1,
- Times Table tests
- Completion of "Mini Sub Hubs" New Knowledge section,
- Teachers to use Insight Assessment Tracker to evaluate small steps across subjects after each lesson (Introduced in Maths and Computing Autumn 2024)

Nationally standardised 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.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception

- Phonic screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)
- Multiplication Tables Check (MTC) (year 4)

Whilst the National End of Key Stage 1 tests (Year 2) are no longer statutory, as a school we will still use these to support teacher judgements and share on a County level to measure progress against other local schools.

At St. Patrick's RC Primary School, our approach is objective-based and tracks children's understanding of the objectives based on the curriculum. Our pupils are assessed against objective criteria on our curriculum sub hubs and KLIPs statements. Focusing on fewer things in greater depth, enables our pupils to learn and apply knowledge in a much wider range of contexts; developing secure and deep understanding.

Subject coordinators know and share the sticky knowledge that the children need to retrieve to support their learning. This knowledge is clearly identified on the subject Sub Hubs. This assessment enables teachers to build on prior knowledge and identify any gaps in learning. Children are also involved in the assessment process as they can use the sticky knowledge child-friendly sub hubs, known as Mini sub hubs, to self-assess their understanding. These were introduced in January 2024 and are in the process of being developed.

Collecting and Using Data

At St. Patrick's, we record pupil progress assessment data on a termly basis on to our monitoring system, Insight. We do this as part of our on-going monitoring and reviewing of pupil progress. This data is shared by the class teacher with SLT through pupil progress meetings. The attainment and progress of different groups of pupils is analysed, for example those who receive Pupil Premium funding or are SEND to ensure all groups of pupils are making the high levels of progress expected. This assessment data summary is then shared with governors every term at the SEC Meeting.

If a child has barriers to their learning and progress, interventions will be put into place. These interventions, which are monitored for impact regularly, are woven into our practice to ensure that pupils falling behind their peers receive targeted support in reading, writing and maths. Our teachers are aware that intervention groups are not static. They know that groups may change based on the subject or objective and offer to support to any child who may need it.

Pupils who achieve all of the objectives are pushed and challenged further to apply their knowledge deeply in different context **within the relevant year group objective**. Pupils' progress data and information are shared termly with parents through parents' evenings and our end of term attainment report. Assessment information is always available for parents at other times in the year on request. Both assessment outcomes and pupil targets are shared with parents to enable them to support their child's learning.

We only collect data which provides information about genuine learning and progress. Therefore, we aim to collect valid and reliable data to capture authentic learning in the classroom. This data must be free from bias and regularly moderated, both internally and externally, for consistency.

The vast majority of children will be accessing the curriculum relevant to the year group they are in. By the end of the academic year, the majority of children in the year group will be at the expected standard. This means that they have met the statutory expectations relevant to their age. If a child is behind age related expectations, they would be reported as being below the expected standard. If a child is beyond the expected standard, they are reported as being at deeper learning within the standards.

Evidence to demonstrate children's achievement

Daily

- Daily AFL (Assessment for Learning) across curriculum - verbal and written
- Daily retrieval practice of previously taught content
- Daily communication with colleagues focusing on teaching and learning / wellbeing
- Daily communication with parents focusing on teaching and learning / wellbeing

Weekly

- Learning walks by the Head Teacher
- Weekly SLT meeting
- Weekly staff meetings - all teaching staff
- Weekly briefing - all staff
- Weekly assemblies promoting learning, wellbeing and all success - all staff

- Weekly spelling tests / phonics
- Weekly times table tests
- Weekly Homework
- Termly Mathematics and English Reading and SPAG assessments
- Termly moderation across teams with writing
- Termly objective based assessments - Reading, Writing, Mathematics
- Termly pupil progress meetings
- Termly Governor updates on progress and attainment
- Termly Parent / Carer reports or consultations
- Regular parent events
- Termly TLPs
- Termly SEND Reviews
- Termly Book Scrutiny
- Termly review of Action Plans
- Termly performance management cycle - all staff
- Termly action plans by subject leaders with review of previous terms targets

Annual

- Annual reports to parents
- Annual School Development Plan
- Annual update of Insight for all foundation subjects
- Annual subject action plans by subject leaders with review of previous year

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 effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Marking and Feedback

Feedback and marking are an integral process of Summative and Formative assessment. As a result, systems and practices have been established and embedded across school to ensure impactful, effective, consistent practice, differentiated according to the abilities of the children. All staff are expected to follow the Feedback and Marking Policy.

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.

Head Teacher

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.

Links with other policies

This assessment policy is linked to:

- Curriculum Intent, Implementation and Impact Statement
- Feedback and Marking Policy
- Early Years Foundation Stage Intent Statement

Data Protection Statement (GDPR regulations)

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Pupils Privacy Notice.