Assessment Policy

Mission Statement:

'In St Margaret Mary's School
We welcome everyone into our community
In order to live, love and learn
Together in the light and example of the life of Christ.'

Coordinator: Mrs Heslegrave/Mr Mulligan/Miss Adams

St Margaret Mary Assessment Policy

At St Margaret Mary RC School, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

Two distinct types of assessment are identified and used in our school. These are:

Assessment for learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

Assessment of learning

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within our school.

Good assessment practice in our school will:

- raise standards of attainment and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement, children to be aware of and set own targets in partnership with class teacher
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance using and in particular identify those pupils at risk of underachievement via Pupil Performance Meetings half termly.
- provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts.
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards
- provide opportunities for parents to be engaged in their child's learning through conversations, meetings and workshops .

ASSESSMENT FOR LEARNING

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next
- Raise standards by taking pupils to the 'edges of their capability'

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self assessment
- Plan against what children know/can do/understand/recall
- Promote inclusion by attending to all pupils' learning needs
- Engage pupils in rich questioning, and a range of reading opportunities as part of their reading diet daily
- Build in time for focused observation of teacher-directed and child-initiated activity

Impact on learning and the learner

The pupil will:

- Know what to do to improve
- Be able to use retrieval to recall facts learned prior to lesson/topic
- Be given opportunities to broaden and widen their knowledge/skills in wider contexts.
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress, remember key facts, have a desire to learn more and remember more.

Managers will:

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and diverse pupil groups termly in form of Pupil Performance Meetings (PPMs)
- Monitor the quality of teacher assessment through marking and use of Insight tool
- Keep parents/carers informed and involved half termly
- Use assessment information to inform the school plan and identify learning and training needs

Methods of sharing learning intentions:

Questioning
Modelling
Scaffolding
Demonstrating
Explaining
Differentiation
Exemplification of standards
Shared criteria for next step
Guided tasks
Independent working

Collaborative working and partnerships
Routines for pupil self-evaluation
Reflection
Drafting
Profiling
Revisiting
Revising
Exploration
Editing
Interaction and collaboration
Talk
Pupils' self-evaluation
Pupils' improved self-esteem

ASSESSMENT OF LEARNING

Assessment of learning will:

• Provide a summary judgement about what has been learned at a specific point in time using measures on **Insight** Assessment system formatively and NTS tests termly to provide summative picture and gaps
• Show what pupils can do without support
• Inform the target setting process
• Promote subsequent intervention(s) using the Shine resources (NTS) as part of daily maths lessons (maths meetings)

The teacher will:

• Provide a half termly summary through teacher assessment
• Identify gaps in pupils' knowledge and understanding
• Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning

The pupil will:

• Be able to gauge own performance in comparison to others and against previous performance
• Be able to measure own performance against externally agreed criteria and standards
• Know what standards and expectations are required

Managers will:

• Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
• Monitor the delivered curriculum via interventions and PPM meetings
• Involve governors in their accountability role
• Keep parents/carers informed and involved
• Use assessment information to inform the school plan and identify learning and training needs
• Monitor the impact of the planned curriculum and compare performance across different subjects
• Analyse data to identify groups at risk and to focus intervention on underachieving groups

Assessment of Learning: This is heavily product focused, being written, recorded, performed.

Elements:

Time limited tasks
Closed tasks
Preparation and rehearsals
Drilling
Questioning
Broadening/widening contexts
Time to develop depth and breadth in a particular skill in different contexts
Practice opportunities
Routine testing
Timed activities
Independent working
Tiered task/tests
Quantitative recording
Finished product
Pupil's own work, including speaking and listening
(i.e. assessment of oral competence)

ASSESSMENT ACTIVITY AT St MARGARET MARY RC SCHOOL

Nursery/Reception

Parent consultations and nursery visits by EYFS coordinator build a profile of pupil. A Baseline assessment is carried out in the Autumn Term on the EYFS profile and RE baseline. Ongoing assessment of daily teaching informs interventions. Pupil conferencing takes place daily with all adult to discuss the development of children and to identify next steps/targets to move the pupils on.
Termly summaries are created to report upon strengths and weaknesses of particular cohorts.

KS1/2

Assessment materials are used for all areas of the curriculum to validate teacher assessments across the school in all year groups. ***Insight*** is used to inform Teacher assessment along with termly NTS tests. Termly pupil progress meetings identify strengths and weaknesses of individuals and cohorts. Pupils and trends are identified and teachers organise appropriate interventions.

Parents receive updates in the form of a Topic Report regularly stating achievements and developments for each pupil. Throughout the school year parents/carers have the opportunity to discuss their Childs progress in the Autumn, Spring and Summer Term at formal parent consultations.
Throughout the year on a termly basis parents of SEN pupils are invited to attend an ITP review meeting with the SENCO.
Inspire workshops and parent engagement meetings are held regularly to update parents on changes to the curriculum and assessment procedures in school.

The use of record keeping to support effective use of assessment.

Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support the teacher or teaching assistant to

1. identify learning needs
2. support summative judgements

At St Margaret Mary RC School we use the following methods of record keeping to support assessment for learning and assessment of learning.

- Focused observations of learning including Teacher Initiated Play and Child Initiated Play in the Foundation Stage
- Written and verbal feedback to pupils' learning
- Teacher annotations in daily observations
- Foundation Stage Profile
- Samples of work
- Moderation exercises, both school, cluster and LA based
- Any additional records found useful by teacher or teaching assistant.

To be reviewed July 2027