



# St Thomas of Canterbury Catholic Primary School

Where every child is special

## ASSESSMENT POLICY

Policy compiled by:

Data and Assessment Leader

Date of last review:

Autumn 2017

Review Date:

Autumn 2018

The  
**CHILD**



The whole  
**CHILD**

Nothing but  
the **CHILD**

### OUR SHARED VISION

*Every child* at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

*Every staff member* at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.

*Every Governor* at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.

### OUR MISSION STATEMENT

*God's love is at the heart of our Catholic School family.*

*We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.*

*We will encourage everyone to be the best that we can be.*

### OUR AIMS

- *To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the School and society.*
- *To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.*
- *To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.*
- *To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.*
- *To nurture a strong partnership between home and School.*
- *To have respect and understanding for our School, our community and our world, helping our children to become responsible citizens and good role models.*



## **OUR GOLDEN RULE**

We treat others as we would like to be treated

### **Introduction**

This Assessment Policy has been developed through a process of consultation and review within the school community and has been developed during this transitional period of change with the new National Curriculum and the Government's requirements of assessment without levels.

Assessment refers to all those activities, undertaken by teachers, support staff, parents and by children in assessing themselves, which provides information to be used as feedback to modify and evaluate the teaching and learning activities in which they are engaged.

Assessment without levels has given schools the opportunity to develop their own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by the school. At St. Thomas the assessment system has been trialled and reviewed with the primary focus to support the needs of the children and develop effective teaching and learning.

### **The Principles and Aims of Assessment**

There are three main forms of assessment:

1. in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly through marking and feedback and use of Assessment for Learning strategies;
2. in-school summative assessment, which enables teachers to evaluate how much a pupil has learned at the end of a teaching period and use our online tracking system to monitor progress and attainment;
3. nationally standardised summative assessment, which is used by the Government to hold schools to account EYFS data, Phonics Screening Check, KS1 and KS2 SATs.

Our main aim is for our assessment system to enable and encourage pupils to reflect on their learning and have an understanding of what their strengths are and identifying their next steps in learning.

Our assessment system will:

- inform an integral part of our high quality teaching, focusing on the curriculum
- support informative and productive conversations with pupils and parents
- support teachers in summarising and analysing attainment and progress for their pupils and classes



- produce data for teachers to use to plan for the learning of every pupil to ensure they meet or exceed expectations

At St. Thomas of Canterbury we believe that our approach to assessing, recording and reporting the children's progress will ensure that all the pupils in the school develop:

- A sense of pride
- A sense of challenge
- An understanding of how to make **S=P+A+C+E** for their learning as St Thomas Learners
- High self-esteem
- Motivation
- Self-awareness
- An understanding of personal strengths and weakness
- Acquisition of the key skills of reflection and self and peer evaluation
- Personal responsibility
- An ability to give and receive praise and constructive criticism
- The opportunity to be the best that they can be

## **Assessment Outcomes**

At St. Thomas of Canterbury School we use a system called O-Track to record and track pupil attainment and progress. Teacher assessments are recorded and the end of every half term for English (Reading, Writing, SPaG and Phonics) and Maths. At the end of every term all subjects are assessed and recorded. Pupil progress is monitored each half term through Year Group Pupil Progress Meetings which are held with the Headteacher, Inclusion Leader and Data and Assessment Leader. These meetings track pupils' attainment and progress and allow for discussion to take place so that each individual pupil's needs can be met; the discussion about the need for intervention also occurs. The Senior Leadership Team (SLT) further analyse individual, group and cohort pupil progress throughout the school.

Each pupil in EYFS is assessed as 'emerging', 'expected' or 'exceeding' in line with the Early Learning Goals as set out in the EYFS Curriculum. The expectation is that a pupil in EYFS will have made a Good Level of Development (GLD) by the end of the year. Throughout the year the pupils are continually assessed using the 2Simple App – 2 Build A Profile; this enables staff to capture observations on the go and complete moment in time assessments as well as recording the relevant evidence.



Each pupil in Key Stage One and Two is assessed under one of the following headings:

- Beginning to Work Towards the Expected Level
- Working Towards the Expected Level
- Working at the Expected Level
- Working at Greater Depth within the Expected Level

Children who are assessed as Working at Greater Depth within the Expected Level will be challenged through further extension activities to deepen their understanding of the subject rather than being moved on to the curriculum content of the year above.

There may be a few children in any year group who are working below their current year group due to their individual needs. They will be assessed using the same headings but within the year group whose curriculum they are accessing.

The results of National Standardised Summative Assessments including EYFS, Phonics Screening Check, Key Stage One and Two SATs are sent home to parents in the Summer Term. These results are also shared with all teachers and further analysed by SLT to monitor groups and individuals.

Parent Consultations take place in the Autumn and Spring term with a full written report sent home to parents at the end of the Summer term. In Year 6, the children also attend the Parent Consultation Evening so that they too can be an active participant in the discussion of their learning and next steps.

In RE, children are continued to be assessed using the old curriculum levels e.g. Level 3 in accordance with the latest guidance from the Diocese. Assessments are completed termly using the assessment tasks directed by the Diocese.

## **Assessments in school**

Regular assessment updates and workshops are delivered to staff to develop teachers' professional knowledge and the Data and Assessment leader attends network meetings provided by Babcock as well as attending national events in order to keep at the forefront of change in assessment.

Teachers in EYFS, Year 1, 2 and 6 also attend training for their relevant statutory tests to ensure they have a good understand of these assessment practices.

Assessment judgements are moderated within school and within the Guildford Confederation to ensure consistency and accuracy across year groups each term.

## **Different forms of assessment**

In-school formative assessment – At St. Thomas we make **S=P+A+C+E** for our learning and encourage all children to have a growth mindset so that no child feels that they cannot achieve. We understand that the accurate and effective use of assessment enables all pupils to succeed and is an integral part of our teaching and learning. High expectations in



our school encourage pupils to always be the best they can be and higher order questions are also used to evaluate and assess the pupils' knowledge. Thorough teacher marking further provides key evidence and feedback and the use of learning partners supports the children in their use of peer and self-evaluations and reflections; everyone is involved in the day-to-day assessments. SEND pupils are assessed in the same way that is relevant to their area of learning and all pupils are encouraged to recognise their next steps.

In-school summative assessment - Our use of Class Track enables teachers to identify gaps and misconceptions in the pupils' learning so that these pupils can receive the most appropriate intervention. This online tracking system also enables teachers to monitor progress and attainment and informs discussions at the Pupil Progress meetings. The pupil's achievements and next steps are also shared with parents at Parent Consultation evenings and in the end of year written report. Assessments are not only made on a day-to-day basis but through the form of informal and more formal tests as appropriate. There may be more formal tests in Years 2 and 6 in order to prepare the children for the style of questions that can be expected in their external SATs papers however all children are supported in a way that is most appropriate for them.

Nationally standardised summative assessment – This is used by the Government to hold schools to account and includes EYFS data (children who are making a Good Level of Development), the Phonics Screening Check in Year 1, KS1 SATs in Year 2 and KS2 SATs in Year 6.

*This Policy should be read in conjunction with our Teaching and Learning Policy, Marking and Feedback Policy and our Equal Opportunities Policy.*