



St Teresa's Catholic Academy

Assessment Policy

At St Teresa's we believe assessment is an integral part of the education process and needs to be incorporated into teaching strategies and practice at all levels. It is important because it enables teachers to identify, plan for and meet the needs of all children, promoting effective learning. Assessment should be a positive experience, which enhances motivation and reinforces the children's confidence and self-esteem by recognising and giving credit for their achievements in line with our Vision Statement, *Safe, Happy and Successful, Together with God.*

Aims

- To offer all children an opportunity to show what they know, understand and can do
- To identify areas of strength and areas for development for each child.
- To provide the teacher with information about the learning objective/lesson, identifying whether the learning objective has been fulfilled.
- To enable teachers to plan more effectively thus accelerating learning
- To provide staff with information to evaluate work and set suitable targets.
- To ensure continuity and progression for all children's learning.

Summative assessment provides a 'snapshot' of attainment at a particular point in time:

- **Early Excellence Baseline Assessment** –used within the first 6 weeks of the autumn term to collect evidence against the end of year Early Learning Goals.
- **Work** is assessed against the National Curriculum Objectives for each year group.
- **Baseline Assessment** – completed within the first few weeks of every academic year in Maths, Reading and Writing.
- **Half Termly Tests in Reading and Maths** – used to monitor progress
- **Insight tracking document** – used to track progress against the NC Objectives in Reading, Writing and Maths to set targets for individual children and cohorts.
- **End of Key Stage assessment data** – analysed and compared against National / LEA and self-referenced group data to identify significant differences by cohort and gender.
- **Vernon spelling test** – used for specific children to ensure they have made appropriate progress during the year since the last test.
- **Salford reading test**- used for specific children to gain their reading ages and identify progress over the years
- All assessment data is synthesised to provide information for parents in individual annual reports.
- NFER Verbal and non-verbal tests are carried out where appropriate.

Formative assessment is used to determine the next steps in learning:

- **Work assessed against the learning objective/success criteria** – used to inform short-term planning.

To assess the process of learning we need to:

- Observe children daily as they work, on a lesson-by-lesson basis
- Discuss their work with them
- Use high level questioning
- Listen to group discussions

To assess the work produced we need to:

- compare it with/against earlier work or modelled work to determine progress
- consider the extent to which learning objectives have been achieved
- consider the children's self-assessments

Assessment for Learning

- Assessment for learning includes self-assessment and peer assessment.
- Children can assess and evaluate their own learning if the objective/learning intention is shared with them at the beginning of the lesson alongside the success criteria. Increasingly sophisticated self-assessment skills can be developed by encouraging a response to focused questions, asking the child to contribute to a dialogue about their work and allowing the children to develop their own criteria for assessing their work. In Key Stage 1, children use smiley faces to assess their understanding of the lesson, are used throughout the school and some teachers encourage the use of traffic light trays to assess understanding. In Key Stage 2, children self-assess their understanding of the lesson by using the success criteria for the lesson.
- Peer assessment is encouraged from Foundation stage upwards and children are encouraged to become a 'critical friend'.
- Children are more involved in the lesson if the learning journey is shared with them in advance of the topic and the children's own questions are included in the teacher's plans.
- Talk partners are a vital part of a lesson and can aid understanding and confidence for many children.

Recording Achievement

Recorded assessments are vital for:

- monitoring a child's progress
- reporting this to others
- producing evidence to inform target setting

Achievement is recorded for information for the children, parents, staff and other schools.

Evidence is collated in each child's individual Assertive Mentoring file and may be recorded directly on the child's work or in a mark book.

Tracking and Targets

Assessment enables a child's progress to be tracked throughout their school life and to inform target setting. Tracking is updated half-termly by Class Teachers and is closely monitored and discussed throughout the year by Subject Leaders, Key Stage Leaders, the Assessment Leader and Inclusion Leader. Through these discussions, intervention and challenge programmes are then implemented. See Appendices on children's targets and SEND Policy.

Evidence

Insight Tracking System
Children's books
Teachers' Mark Book
Children's portfolios
Assessment Grids
Moderated work

Reporting to parents

Parent consultations take place in the autumn and spring terms to discuss children's progress. Children are invited to attend these sessions to celebrate their achievements and identify new targets in Reading, Writing and Maths.

Annual reports are made to parents towards the end of the academic year. Comments are made on children's progress and achievement in all National Curriculum areas in accordance with current DFEE reporting requirements and targets are reviewed. In addition to comments made by the class teacher, the report includes the parents and child's comments.

Children's Portfolio

At the end of each academic year, children choose work they are proud of and put it in their portfolio. Each term specific pieces of work are chosen by the children and annotated for their portfolio along with an annual record of their height.

Monitoring and evaluating the assessment policy.

The Assessment Leader will share assessment procedures and changes with staff. The assessment policy is reviewed every 3 years by the School Leadership team and Governors on the Teaching and Learning committee.

Associated Policies

Marking & Feedback

Inclusion

Teaching and Learning

Target Setting