

Assessment Statement

St Paul's RC Primary School

Reviewed: September 2015

Assessment in the New National Curriculum

Introduction

We believe that effective assessment provides information to improve learning and teaching. We give learners regular feedback on their learning, both through marking and verbal feedback, so that they understand what it is that they need to do better. All lessons are therefore based on a detailed knowledge of each pupil. We give parents verbal and written reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

At St Paul's we are assessing all of our children in key stages 1 and 2 to age related expectations in English and maths, this aligns fully to the Primary Curriculum. We track the progress of our children using Target tracker on a termly basis.

In foundation stage we carry out an on-entry assessment called Early Excellence and then carry out ongoing assessment using the guidance in the EYFS. Feedback is given to parents on a regular basis together with seeking their views and knowledge of their child's development.

Our school statement needs to be read in conjunction with our Assessment, Marking and Feedback and Teaching and Learning policies.

Aims and objectives

The principles of assessment in our school are that:

- Assessment is ambitious
- Assessment embodies, through objective criteria, a pathway of progress and development for every child
- Assessment objectives set high expectations for learners
- Assessment is at the heart of teaching and learning
- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress
- Assessment is fair
- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
- Assessment is honest
- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment judgments are moderated by experienced professionals to ensure their accuracy

- Assessment places achievement in context against nationally standardised criteria and expected standards

Through these principles assessment should:

- Enable our children to demonstrate what they know, understand and can do in their learning
- Help our children understand what they need to do next to improve their learning
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning
- Provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure.

There are two distinct types of assessment used by the school. These include:

Assessment for learning (formative) helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

Assessment of learning (summative) is more associated with judgements based on grades and ranks and with public accountability.

Therefore we use the following formal assessment procedures to measure outcomes against all schools nationally:

End of EYFS

Within the first term of school the children complete a baseline assessment- the school uses 'Early Excellence.'

(% of pupils achieving a "Good Level of Development")

Phonics Screening Test at the end of Year 1

(% of pupils achieving the required screening check)

End of KS1

(% of pupils achieving 'age related expectations' and above in reading, writing, maths and teacher assessment in speaking and listening, science).

End of KS2

(% of pupils achieving 'age related expectations' in reading , writing and maths)

(% of pupils achieving combined 'age related expectations')

Good assessment practice will:

- 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
- Build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- 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 and draw upon as wide a range of evidence as possible using a variety of assessment activities
- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and managers 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 by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

The purpose of Assessment for learning is to:

- 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 (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of possibility'

Implications for teaching

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement

- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- 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
- Know what standards are required
- Know what has been achieved against known and shared success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress and be ambitious for themselves

The purpose of Assessment is to:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding and clearly communicate these with all pupils
- Personalise learning so that every child has any barriers to learning removed
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations
- Mark and measure against expectations outlined in the National Curriculum
- Impact on learning and the learner

The pupil will:

- Know what they need to do to improve their learning
- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required
- Ask questions about what they want to know or do not yet understand

Agreed: October 2015