



# St. Ethelbert's Catholic Primary School and Nursery Assessment Policy

## Our Mission

*"I serve Jesus with my body, heart, mind and soul."*

*Serviam* means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

## Our Values

Service Forgiveness Truth Faith Dignity Respect Tolerance Humility

As a Catholic school our main concern is with the development of the Christian character of the whole child, fitting them to take their place in society as well as fulfilling their academic potential. Assessment forms a basis on which judgements (evaluations) are made. We are assessing people and aim to be humble and flexible in the ways in which we use the results we obtain from our educational measurement.

## **Aims**

Assessment will:

- Help pupils to recognise and celebrate a wide range of achievements
- Help pupils to identify their strengths and areas for reinforcement and development
- Provide information to assist the teacher to pinpoint the general difficulties of groups and the precise difficulties of individual children in achieving the learning objectives
- Inform the teacher of the effectiveness of the teaching, the materials and progression within the scheme
- Assign an individual to a standard of achievement in comparison to a group eg. class, county or national standard
- Evaluate the individuals achievements in relation to their potential

To evaluate learning it is necessary to assess the consequences which indicate that learning has taken place and judge the extent to which the objectives of the teaching have been achieved. This model places great emphasis on clearly identifying learning objectives at the planning stage. Our planning organises teaching into systematic learning objectives which are natural assessment points, linking achievement to progression within the planning. The use of learning objectives in this way enables our assessment to match the breadth of learning in our school. Though it is neither practical nor necessary to assess every child's progress against every learning objective, there have to be sufficient checkpoints to ensure that everybody is keeping up or has a chance of catching up.

## **Principles**

The whole school is involved. Children's achievements - academic and personal, within and outside the school - are celebrated. Statutory requirements are met. Assessment is integral to teaching and learning and is continuous. It informs teachers, parents and children about progress. The learning objectives as criteria for assessment are shared with the children. Children are encouraged to be involved in the processes of assessment, review and target setting. Assessment is a shared process between teacher and child supported by a variety of records. Discussion between teacher, child and parent is important.

We aim to achieve the above purposes by:

- Formative Assessment – Use of developmental marking, pupil voice and focus group work in lessons
- Standardised Testing – Use of CATS tests from Year 4
- National Curriculum Assessment – Use of government test products

Formative Assessment - is continuous assessment of the child's achievements which leads to a summative assessment of what the child has learned. Formative Assessment is based on the teacher's professional judgement of a child's achievement of the learning objectives in the schemes of work. In some cases these are only assessable subjectively; in others they will be comparable to test results.

Techniques for continuous formative assessment used by teachers will vary according to the learning objective being assessed. They should be based on a range of outcomes including:

- Watching children in learning activities
- Listening to children talking in structured and unstructured situations
- Talking with individuals and groups of children using open questions
- Checking children's work with them
- Asking groups of children to report back on the outcomes of their discussions

Whilst teachers will be looking and listening for evidence of achievement of planned learning objectives, at the same time unexpected outcomes can demonstrate significant progress for an individual or a group.

## **Entry profile**

The entry profile a discussion between Year R teacher and parents will:

- Inform the teacher of the child's personal, social and academic capabilities in order that best provision can be made for the needs of the child
- Facilitate dialogue between teachers, nurseries and parents on all aspects of the child's development. This is the beginning of a developing partnership
- Be important for all children entering the reception class
- Emphasis on getting to know each child as early as possible
- Encourage parents to become active members of school community

The reception teacher will arrange and organise the initial meeting. Literacy and Numeracy work which is continuous and is systematically assessed with children's performance in set tasks being recorded. Subject work can be taught in blocks. Children are assessed formatively throughout the

year. A record of these assessments is updated. This update is based on day to day formative assessment, which also serves to inform short term planning. At the end of each year a summative evaluation report is written to parents based on the assessments made throughout the year.

Standardised tests are used as a diagnostic measure of achievement in relation to potential. They provide evidence of the child's level of achievement and how they compare as individuals to the group. By analysing the results, group or individual needs can be diagnosed. Standardised verbal, non-verbal and maths tests are given at the start of the year from Year 4. Other tests may be administered as Class teachers see fit. Statutory National Curriculum Assessment is completed at the end of Key Stages 1 and 2, with interim SATs in Years 3, 4 & 5. The teacher assessments and statutory attainment task / test results inform our curriculum planning and delivery.

### **Recording:**

Assessment records are kept on the intranet in detail and on Pupil Asset in number form. Records are also made at the end of each topic / subject and put on the intranet. This data is collected for exceeding, emerging and SEND only.

### **Assessment:**

Data is kept in pupils' books on their journey from Emerging to Expected and to Greater Depth by class teachers, supply teachers, teaching assistants.

Data to be collected in numerical form at the end of each of the six terms, using our school's numbering system.

**Headteacher**  
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