



St Agatha's Catholic Primary School

St Agatha's Drive
Kingston upon Thames
Surrey
KT2 5TY

020 8546 3879

office@stagathas.school

www.stagathas.school

Assessment Policy

Name of Policy Author: Sarah Barley

Date: May 2023

Date of Review: May 2024

Review Requirements:

Statutory Policy?

To be Completed for Policies that Governors Need to Sign off

Governor Committee:

Signature:



MISSION STATEMENT

The life of St Agatha's School is centred on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice which influence all our activities and relationships.

We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community.

We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

We aim to;

1. encourage the spiritual development and prayer life of each child and help them to develop their relationship with God
2. offer a place where differences and problems are talked through and prayed through together and where success is shared and celebrated
3. provide a secure and happy environment where quality teaching and learning can take place
4. deliver a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care
5. foster respect for, and recognise the rights of, others regardless of gender, race or ability and to offer equal opportunities to all
6. value the contribution of home, school, parish, community and diocese in our daily lives

*WHAT WE ARE IS GOD'S GIFT TO US
WHAT WE BECOME IS
OUR GIFT TO GOD*

ASSESSMENT POLICY

Introduction

At St Agatha's School we support all children to develop as life-long learners. Children are encouraged to be responsible for their own learning, be able to recognise their achievements and their next steps and understand that effort is required to fulfil their potential.

Objectives

The objectives for assessment in our school are to:

- Enable children to demonstrate what they know, understand and can do in their learning;
- Support children in understanding what they need to do next to improve their learning;
- Inform teachers so that their planning accurately reflects the need of the children in their class;
- Provide information that informs the current and next teacher as well as other relevant parties e.g. SEND and EAL teachers or support staff;
- Provide regular information that can be shared with parents/carers which allows them to support their child's learning;
- Provide the headteacher, leadership team and the governors with information that allows them to make judgements about the effectiveness of the school.

The key characteristics that promote assessment for learning at St Agatha's are:

- Sharing learning intentions with children;
- Children knowing and recognising the standards for which they are aiming;
- Involving children in self-assessment and peer assessment when appropriate;
- Providing feedback which leads to children recognising their next steps
- Underpinned by confidence that every child can improve;
- To involve both teacher and children in reviewing and reflecting on assessment data.

St Agatha's rationale behind effective formative and summative assessment has not changed and should;

- Drive improvements for children and teachers;
- Give reliable information to parents about how their child, and their child's school, is performing;
- Make sure the school is keeping up with external best practice and innovation.

Formative assessments are ongoing. The objective of formative assessment is to monitor children's learning to provide ongoing feedback that can be used by children to improve their learning. More specifically, formative assessments:

- help children identify their strengths and target areas that need work;
- help teachers recognize where children are confident and where they may need more support.

The goal of summative assessment is to evaluate children's learning at the end of a unit of learning by comparing it against some standard or benchmark.

Summative assessments are a final test.

Assessment involves:

Marking learning based on the learning intention of a lesson;
Setting clear steps to success;
Observing children, listening to how they describe their work and their reasoning;
Using open questions which invite children to explore their ideas and reasoning;
Setting tasks in a way which requires children to use certain skills or apply ideas;
Asking the children to communicate their thinking through:

- pupils own self-assessment / peer assessment when appropriate;
- speaking;
- drawings;
- actions;
- role-play;
- mind mapping;
- photographs/ video;
- writing.

Early Years Foundation Stage:

Nursery: A baseline assessment is completed within the first six weeks for the prime areas of Personal, Social and Emotional Development, Communication and Language, Physical Development. Further assessments of progress are recorded at three points in the year (December, March, June).

Reception: A baseline assessment is completed within the first six weeks. Further assessments of progress are recorded at three points in the year (December, March, June). Teachers cover all seventeen curriculum areas and assess based upon the ages and stages within the development matters document.

Staff use a data system called SIMs Assessment. The system allows the tracking of all children at St Agatha's using the following measures:

1. Working towards
2. Expected

The Early Years Foundation Stage profile assessment is passed to the LA at the end of the year.

Years 1-6:

Staff use both standardised tests and ongoing teacher assessment termly to assess progress and attainment. Attainment and progress by class is then tracked using tracking grids and attainment by year group using a whole school termly running summary. The children are assessed using the following measures:

1. PKS
2. WTS
3. EXS
4. GDS

There will be some children who are assessed using 'Pre- key stage' stages. These are for children who are working below emerging, to track small step progress.

Year 1:

The score achieved by children in the statutory phonics screening test is passed to the LA, Year 2 teachers and to parents. Children who do not achieve the benchmark retake the screening in Year 2.

Year 2:

End of term assessments, based on standardised tests and teacher assessment are conducted in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths (reasoning and arithmetic).

Children who did not pass the phonic screening check in Year 1 will be tested in summer term Year 2.

Year 3:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths (reasoning and arithmetic).

Year 4

Weekly spelling tests and times tables tests.

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS and maths (Cornerstones).

NFER-Nelson Cognitive Abilities Tests (CAT) are administered in Year 4. They consist of verbal, non-verbal, spatial and quantitative questions.

Multiplication Times table Check taken in Summer term.

Year 5:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS and maths.

Year 6:

End of Autumn and Spring term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS and maths.

Pupils in Year 6 are formally assessed with Key Stage 2 tests. The raw score, the marks from the tests, will then be converted into the scaled or standardised score developed by the Department for Education. Pupils will be placed on a scale of achievement where 100 represents age expected attainment. For more information, and to see sample materials, please go to the DfE website.

Teachers moderate to agree teacher assessments for writing and science in the Summer term in addition to the Key Stage 2 Tests.

In All Year Groups:

In house assessment in writing is carried out using ITA assessment sheets for year 1, 3, 4 and 5 and TAFs for years 2 and 6 to maintain consistency and accountability across and within year groups. Regular moderation across year groups, key stages and local schools allows the school to be confident in its judgements.

In line with the New Curriculum and raised expectations, children are assessed in a number of ways.

Teachers cover all curriculum requirements for the specific year groups and these are matched against statements for their assessment of ability.

SLT and subject leaders in maths, English and science also use this data to be sure of progress and attainment in individual subject areas and to track cohorts.

Progress is the biggest measure in school and at St Agatha's almost 100% of our pupils make the expected progress.

Target Setting

All year groups from Y1 to Y6 set targets each year in mathematics, science, English, ICT and RE for all pupils.

Teachers review progress towards these targets at the end of each term and share this information with the SLT.

Reporting to Parents

There are a range of strategies that keep parents fully informed of their child's progress in school. We have an open-door policy for parents to contact their child's class teacher if they have any concerns about any aspect of their child's progress and attainment.

In the Autumn and Spring term the parents are offered the opportunity for a parent consultation with their child's teacher. The SENDCo is present at all children's parent consultation meetings where a child is on the SEND register. At the first meeting, the transition between year groups is discussed and also the targets that have been identified for their child. At the second meeting of the year the child's progress, as measured against the targets, is shared.

During the summer term parents are provided with a written report of their child's progress and standards of achievement during the year. In this report teachers identify learning targets for the next academic year.

In the reports for children in Year 2 and Year 6 we also provide details of the official assessment achieved in the end of KS1 and KS2 SATs.

The Early Years Foundation Stage (EYFS) report focuses on the prime and specific areas of learning taking into consideration the characteristics of effective learning. In Reception, end of year assessments are shared with parents in this report.

Linked Policies:

- Subject Policies
- EYFS Policy

- SEND Policy
- Marking/Feedback Policy