



## **St Margaret Mary's RC Primary School**

### **Assessment Policy 2018-2020**

#### **Our Mission:**

**We try to follow Jesus in everything we do.**

We help everybody in our school family and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.  
We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

#### **Rationale**

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At St Margaret Mary's we ensure that the targets set for pupils are both realistic and challenging.

#### **Principles of Assessment followed at St Margaret Mary's**

Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

#### **Assessment for learning (AFL) should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the objectives they are pursuing and the criteria that will be applied in assessing their work (steps to success).

#### **Assessment should encourage motivation to achieve**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by

assessment methods, which protect the learner's independence, provide constructive feedback and create opportunity for self-direction including target setting.

**Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Learning objectives must be shared with the class using a variety of strategies. Children must be aware of their steps to success or can generate these as a whole class.

**Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should mark children's work in accordance to the marking policy and provide clear feedback which provides learners with opportunities to improve upon their work or deepen their understanding.

**Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective.**

Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment (see marking policy for examples). The marking policy highlights the different methods we use to strengthen this.

### **Target Setting**

All children are expected to make 12 months of progress per year.

In October teachers will use previous data including attainment and achievement to predict whether children will make Age Related Expectations (ARE)

### **Assessment in the EYFS**

The statutory early learning goals establish national expectations for most children to reach by the end of reception year. Children who have met expectations should have attained a good level of development, achieving expected (40-60 months secure) or exceeded (above EYFS) across all prime areas and literacy and numeracy. This is recorded on School Pupil Tracker where teachers can track the average progress of each child and report on those children who are not making expected progress.

### **Assessment in Key Stage One and Two**

Assessment for reading, writing and maths is on-going throughout the year. Teachers use their skills in assessment for learning to help make informed choices.

Formal assessment periods take place **each term** and the school's data system, 'School Pupil Tracker' is used to record judgements throughout the year. Judgements are made against the new curriculum and whether children are '**working towards**', '**mostly achieving**' or '**achieving**' age related expectations (ARE). This is reported to parents during parent consultations in Autumn and Spring and finally in their end of year report.

Teacher judgements are moderated each term by the middle and senior leaders. Moderations also take place between teachers and with teachers from other schools. Pupil progress meetings take place termly to support the assessment process and ensure accuracy of judgements. Each term the children's progress is tracked against their EYFS or KS1 this information feeds into appraisals and intervention groups.