



THE MARIST CATHOLIC PRIMARY SCHOOL

Together, Achieving, Loving, Learning

With God as our Guide we will value each other and work together to achieve our best

Assessment Policy

Policy compiled by:	Data and Assessment Leader
Responsible committee:	Learning and Welfare
Approved by Governing Body:	February 2016
Review Date:	September 2016

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Mission Statement

The Marist School is a place of teaching and learning:

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

Preamble

As a school we start the academic year 2015-16 continuing to build on our work towards a coherent and meaningful assessment system for our pupils that supports the move to a new national end of key stage reporting system.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil in KS1 and KS2 is assessed as either 'beginning', 'developing', 'embedded' or 'mastered' each relevant criterion contained in our expectations for that year.
- This will be simplified for reporting to parents in line with the new end of Key Stage language using 'Working towards end of year expectations', 'achieving end of year expectations' and 'exceeding end of year expectations'.
- Where a pupil is assessed as embedded or expected to exceed in the relevant criteria in a subject for that year, we provide more challenging work to enable the child to master the area of learning.
- In the EYFS, the descriptive wording is 'beginning', 'developing' and 'embedded' for the purposes of formative assessment and for summative assessment, 'emerging', 'expected' and 'exceeding' in line with the Early learning Goals as set out in the EYFS curriculum.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils 5 times a year through a focussed conversation at a parent teacher evening or through the use of a progress report. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Review and Evaluation

This policy will be monitored annually for effectiveness and updated in the light of experience and earlier if necessary to meet the requirements of the agreed assessment regime within our Deanery of Schools.

Policy reviewed and updated: September 2015

Date of next review: September 2016

P Way

Data and Assessment Leader