



Our Lady Immaculate Catholic Primary School

Assessment Policy

Overview

At Our Lady Immaculate Catholic Primary School, all staff strive to provide opportunities for all pupils to reach their potential. Assessment is an integral part of our teaching and learning and a key component to realising our vision and priorities within the School Development Plan.

Principles of Effective Assessment

The key principles that underpin our assessment are:

- **Our curriculum** – To identify children’s achievements and highlight gaps in relation to the National Curriculum objectives, within a carefully sequenced framework of inspiring, exciting, and knowledge-rich lessons. Our curriculum will be tailored to meet the needs of our children, ensuring that every child can thrive and reach their full potential.
- **Communication** – To provide information through shared language and understanding for a range of audiences: our children and their teachers, parents and carers, governors and other educational agencies. Children should be able to talk about their achievement and areas for improvement.
- **Accountability** – To ensure that children make age-appropriate progress and when children make less than this, that ‘gaps’ are addressed and interventions are put into place. Where children are exceeding this, then challenge will be provided. Teachers will be able to show how they are fulfilling their aims for their children through assessing prior knowledge, teaching/ consolidating new material and adapting teaching as required.
- **Monitoring** – To ensure that systems are in place that allow the tracking of children’s achievement in order to demonstrate that all children are making progress. Subject leaders are able to see school standards within their area in order to address areas for development and understand areas of strength.

Strategies to Promote Effective Assessment

At Our Lady Immaculate:

Our assessment system for Years 1-6 reports children as *Emerging*, *Developing*, *Secure* and *Mastered* for the expected standard for each year group. Judgements for Years 1, 2, 3, 4 and 5 are measured for the time of year that they are recorded i.e. *Secure* for now. In Year 6, judgments are made against the end of Key Stage standards (in line with SATS).

Outcomes of school and statutory assessments are reported to parents at the end of the academic year in a written report. Progress information is also given to parents at twice annual Parents’ Evenings.

Children’s progress is tracked using the Insight system in order to ensure that termly (core subjects) and year to year (foundation subjects) is tracked. Children who have made more or less than ‘expected’

progress will be identified and actions put into place during Pupil Progress Meetings. Class/ year group/group overviews are shared with the governing body.

Formative assessment strategies are used as part of daily practice, including (but not limited to): low stake assessments, verbal feedback, retrieval tasks, frequent reading and questioning. Planning is adapted ongoing to meet the needs of children as they emerge. Teacher assessment is supported and informed by **summative assessments** including NFER (Reading, Maths and GPS) and practice SATs tests for Y6. Writing is assessed using standard indicators for each level and year group.

At Our Lady Immaculate, we will utilise NFER tests diagnostically to assess and understand each child's learning needs. This approach allows us to identify strengths and areas for improvement, enabling targeted support and tailored interventions to enhance student progress

Summer term assessment outcomes are shared in handover meetings, new class teachers carry out informal baseline assessments in order to establish levels of retention of prior learning at the beginning of the academic year so any gaps in learning can be identified and closed.

Children who are unable to access formal, age-related assessments will be assessed using alternative strategies, the school's SENDCo supports staff in delivering and interpreting these assessments. Where a child requires specific targets, these will be recorded and shared on a School Support Plan (SSP) and assessments will be carried out termly in order to monitor progress. Some children may need to access an alternate curriculum (pre-key stage or engagement curriculum), the SENDCo and other professionals will advise when this is required following a period of robust assessments and observations.

Children in Early Years are initially assessed within the Development Matters age banded statements, with teachers indicating if children are Emerging (E), Developing (D) or Secure (S). Reception children complete statutory baseline on entry (within first 6 weeks) however this assessment is also completed if children join the Reception part way through the year. At the end of EYFS, children will be assessed against all ELGs and will have the result recorded as either Emerging, Expected (or Exceeding for the purposes of internal data).

Phonics assessments are carried out (at least) half termly as part of the Little Wandle program. Data will be used to inform targeted interventions where applicable. Progress is closely tracked and children move in and out of intervention groups as required. Year 1 children take part in phonic screening, this national statutory assessment measures whether children are at the 'expected' standard in phonetic decoding and blending. Children who do not meet the threshold will be reassessed the following year when they are in Year 2.

Teachers take part in assessment moderation both internally (within and across year groups), within our network of local schools and as part of the Local Authority moderation process. Moderation sessions within school incorporates senior leaders/subject leaders and class teachers and external and internal exemplar materials are used to support judgements.

Children (bar any necessary exceptions) will take part in all Statutory assessment practices with all necessary modified materials and arrangements put into place. Outcomes will help to provide the information that allows school leaders and governors to make judgements about the effectiveness of the school's; leadership and management, teaching and learning, and the schools performance against its own attainment over time and against national standards.

The school implements an annual program of monitoring, review and evaluation which includes:

- Lesson Observations/ learning walks
- Book looks

- Pupil/ staff voice
to help ensure the continued appropriateness and effectiveness of the Assessment Policy.