



Assessment Policy

Curriculum and Standards Committee

January 2024

Overview

At Christ the King 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 Improvement Plan.

Principles of Effective Assessment

The key principles that underpin our assessment are:

- Our curriculum – To identify our children's achievements, set against the National curriculum objectives and Skill Progression Maps, in the context of a sequence of awe inspiring, motivational and knowledge rich lessons. Our curriculum will be tailored to meet the needs of our children.
- 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 Christ the King:

Our assessment system for Years 1-6 reports children as *Working Below*, *Working Towards the Expected Standard*, *Working Within the Expected Standard*, *Working Securely At the Expected Standard* and demonstrating *Greater Depth/ Exceeding*. Judgements for Years 1, 2 3, 4 and 5 are measured for the time of year that they are recorded i.e. Expected 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 all parents including Y2 and Y6 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 analysed 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: low stake assessments, verbal feedback (see policy), retrieval tasks, frequent reading, questioning and 'Big Questions.' 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 and GPS) and *MNP Insights* tests (Maths). Writing is assessed using standard indicators for each level and year group.

Summer term assessment outcomes are shared with new class teachers in September but there is additional time given for teachers to carry out informal baseline assessments in order to establish suitable starting points for children at the beginning of the academic year.

Children who are unable to access formal, age-related assessments will be assessed using alternative strategies- e.g. Salford Reading and Spelling ages, Small Steps Maths assessments. Where a child requires specific targets, these will be recorded and shared on an IEP and assessments will be carried out termly in order to monitor progress.

Children in Early Years are initially assessed within the *Development Matters* age banded statements, with teachers indicating if children are *Entering* (E), *Developing* (D) or *Secure* (S). As children move from *Children in Reception* to the Early Learning Goals, then the same system will be used. 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 half termly as part of the *Read Write Inc.* program and regrouped accordingly.

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.

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.

