

# St Antony's Catholic Primary School



## ASSESSMENT POLICY

*Learning Together  
In God's Love.*

Reviewed by staff: Autumn 2024

Agreed by Governors: Autumn 2024

Review date: Autumn 2026

## Assessment and Reporting Policy

### **Our Mission Statement**

**At St. Antony's Catholic School we celebrate our special talents as children of God:**

**We try to be like Jesus and always keep Him in our hearts**

**We work together in our homes, school and parish to share our gifts and learn together**

**We understand that we are all different and we respect each other regardless**

**We look after our world so that we may share it together in peace**

**by doing all these we ensure that we are all**

**'LEARNING TOGETHER IN GOD'S LOVE'**



### ***Our Vision***

Our vision at St Antony's sees our school **with Christ at its centre** as we work as an agent of change which engages all stakeholders inclusive of: governors, teachers, parents, children, Church and community. We inspire all our children from Nursery to Year 6 (the next generation of our society and the future of our community) to work collaboratively with all relevant agencies to aspire to achieve their fullest potential. Our school will function as a centre of excellence and an axis of transformation and development within our community by enabling all under our care to aspire to achieve self-actualisation. This will happen through: sound **S**piritual, **M**oral, **S**ocial and **C**ultural formation while embedding effective behaviour for learning, solid personal and shared philosophies with a positive, progressive and professional approach to life and living while upholding core Christian and British Values- leading to the achievement of the highest academic, socio-economic and sustainable life goals.

## Rationale

At St. Antony's Catholic Primary School, we believe that the key purpose of assessment is to continually **support pupil achievement and progression**.

Through our assessment and reporting practice, we aim to:

- **Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.**
- **Allow teachers to assess and determine what a child can do and aid them with planning future support using effective strategies to diminish any learning gaps in pupils' knowledge and understanding.**
- **Help staff set pupil targets and involve pupils in their own learning.**
- **Provide staff with relevant on-going training, information and tools that can be used to effectively evaluate and consolidate their teaching and learning practice.**
- **Give pupils effective feedback, stretch and challenge, targets and next steps so they know what they have done well and what they need to improve to make desired levels of progress and attainment.**
- **Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress through built in, relevant support**
- **Give parents a clear idea of what their child can do currently and what they need to do going forward (in terms of next steps) to make good or better progress.**

## **Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes
- Outline our process for reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated across the school

## Legislation and Guidance

- It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

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Principles

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The guiding principles that underpin assessment at St. Antony's Catholic Primary are encapsulated in the thinking that:

- **Every child can achieve:** therefore, teachers are constantly evaluating what they need to do next, to enable all children in their class to achieve to their individual highest potential.
- **Every child is given access to the Primary National Curriculum expectations and standards as a benchmark-** these are posted up in each class across the school as a point of reference
- **Assessment of pupils' attainment and progress are directly linked to the curriculum criteria as outlined by the DfE** -The criteria is used to assess pupils' knowledge and understanding of the individual subject requirements as outlined by the Department for Education.
- **Assessment (formative) is used to ensure that all pupils make appropriate levels of progress by the end of their key stage (in Reception, Year 2 and Year 6)** when compared to their starting points.
- **Every child can be further stretched and challenged-** all children irrespective of their ability group, have the opportunity to access more challenging work within the curriculum- some independently and some with additional support and resources (both human and consumables).
- **All children need to understand the learning objective for each of their lessons** as this indicates what they need to do or achieve it by the end of each teaching and learning session.
- **A clear Success Criteria must be used** to breakdown the learning intent at the start of each session and pupils' work must be assessed against this criteria at the end of the teaching and learning session.
- **Strategies and methodologies used to teach content must ensure that pupils develop a secure understanding** of key ideas and concepts before moving onto their next phase of learning.

**There are three main types of assessment procedures used and applied at St. Antony's:**

#### Formative Assessment

This form of assessment is used and applied by teachers and support staff, to evaluate pupils' knowledge and understanding on a day-to-day basis, within each curriculum area. Teachers and staff, tailor make their teaching according to the age, aptitude and stage of development of the children being taught to ensure that all learners (of a range of different abilities), are able to access the knowledge, understanding and skills on offer. This may be at different levels of operation based on the pitch and expectations, modelling of strategies, use of differentiated questioning and tasks, use of relevant resources and key vocabulary to facilitate pupils' learning.

## Summative Assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, Half Term, Term or Academic Year). Summative Assessments are done on a Termly basis across the school for all Core Subjects and some non-core areas.

## Nationally Standardised Summative Assessment

These are government based tests/exams used to assess how well schools have taught the content of the recommended curriculum and the outcomes are used to hold schools to account for the attainment and achievement of their students. These assessments also provide information on how individual school's pupils are performing in comparison to pupils at their age and key stage nationally.

## **Formative Assessment Procedures:**

### Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' knowledge, understanding and skills.

Strategies used will vary according to the subject and learning objective or skills to be taught within any given year group or subject

## **Formative Strategies Used Across The School Include:**

- **Use of differentiated, rich questioning using Bloom's Taxonomy to broaden and deepen thinking skills** and derive well thought out and appropriate answer, explanations and evaluations demonstrating pupil understanding as well as identify gaps or highlighting misconceptions-which would then be addressed with discussion and demonstrations or modelling by the staff teaching.
- **Marking including written and verbal feedback**- indicating to pupils whether or not they are on the right track as well as setting them correction and up- levelling tasks or next steps as is relevant
- **Having pupil conferences and discussions to clarify misconceptions and deepen understanding**
- **Use of whiteboards** (pupil boards and inter active), **flip charts and resources** such as number fans, hundred squares, vocabulary mats to heighten engagement levels and derive instant feedback on pupils' levels of understanding.

- **Mini-plenaries** to assess and determine understanding at regular intervals during a lesson.
- **Short re-cap** quizzes or recalling of facts for reinforcement.
- Working through the incorrect responses In mathematics or science lessons, using methods/strategies to clarify the misconceptions observed by exploring concepts taught in greater depth or logical steps to aid pupil thinking and working
- **Using observational assessment**-used right across the school but particularly across EYFS.
- **Assessing through interaction and discussion**- used right across the school but particularly across EYFS especially during free flow and child led activities.
- **Quickly skimming and scanning work of pupils** to gauge understanding of content and concepts taught as well as progress within a lesson.
- **Using self (or peer) assessment** at the end of lessons based on the learning objectives and the lesson's Success Criteria.
- **Holding 1:1 or group discussions/instruction and interventions** with pupils in need of additional support and modelling.

### **Making The Assessment Process Purposeful**

To ensure that the assessment process is effective the school ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice which is consistent and embedded
- the curriculum being taught is sufficiently covered for pupils to be secure in the knowledge skills and understanding that it lies at the heart of promoting children's education
- high quality teaching is consistently delivered and is supported and informed by high quality formative assessment (on-going routine assessment that drives learning)
- the school's ethos promotes and emphasises the importance of giving children opportunities to demonstrate their learning and derive successful outcomes because they are taught and assessed effectively
- there is always a clear purpose for assessing and each assessment procedure is fit for its intended purpose
- assessment systems in place are used to monitor standards supporting children's progress, attainment and wider outcomes
- assessment processes supports professional conversations with staff, children and parents regarding their progression over time
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessment outcomes without adding unnecessarily to teachers and support staff workload
- the assessment procedures across the school are inclusive for all abilities ensuring that pupils who are on the SEND code of practice are assessed relevant to their abilities whether they are more able or challenged
- a range of assessments are used 'day-to-day in-school formative assessment, in- school summative assessment and nationally standardised summative assessment Policy).

## **Mastery Learning**

*‘Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all with average or above average ability will get there in the end’ (Commission on Assessment Without Levels, 2015-16 DfE).*

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific ‘corrective’ activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

## **Summative Assessment Procedures**

### **End of Term Summative Tests Done Across Years 1 to 6 in :RE, Maths, Reading, Writing and GPS**

**At the end of every term, we hold an Assessment Week** using standardised tests (eg using Rising Stars, Past SATS papers, NFER etc.). Currently we use the PIRA and PUMA tests in Maths, Reading, Grammar, Punctuation and Spelling (GPS) in line with the cycle of Summative Assessments done across the Our Lady of Grace Catholic Multi-Academy Trust which the school is a part of. These tests give a good indication of whether pupils are:

- Working Below (**B**) the National Standards
- Working Towards (**WT**) –just below the National Standards
- Working at the Expected Level (**EXS**) of the National Standards
- Exceeding the National Standards and working at Greater Depth (**GDS**)

**These Assessment Test Weeks are followed by Pupil Progress Meetings.** This is where the individual class teachers meet with the Assessment Lead and their Phase Leads (members of SLT) and the SENCO where relevant, to analyse pupil outcomes in order to plan appropriate targets and next steps for pupils or to agree additional support and intervention needed. Overall, assessment information is used to plan teaching and learning strategies to close learning gaps. The outcomes are also used for the identification of pupils who are working below their set targets or those who are falling behind in their learning or who need additional support to enable them to make good progress and achieve well in line with their potential. When analysing assessment information the SLT and subject leaders carefully track the progress of different groups within the school (boys, girls, SEND, FSM and EAL etc.). They also compare the progress rates of different groups. This information is then used to help planning towards continually raising standards in any group identified as

not making adequate progress. For these pupils there are focused interventions instituted to close learning gaps.

### **The Assessment Cycle**

Children at St Antony's are assessed periodically and progress and attainment data is recorded on the assessment system using [The Fischer Family Trust](#) (FFT) recording, analysis and assessment tool system. Our whole school assessments are carried out six times a year in September, December, February, March, May and July. Teacher Judgements for Reading, Writing, Maths, RE and Science will relate to the National Curriculum age related expectations and will be recorded using the codes listed below.

EM	Emerging	
WT-	Working Towards minus	
WT+	Working Towards plus	
EXP-	Expected minus	
EXP	Expected	
EXP+	Expected plus	
GDS	Greater Depth /Exceeding	

### **Performance - P Scale - for pupils with Special Educational Needs**

P1	Performance scale 1	
P2	Performance scale 2	
P3	Performance scale 3	
P4	Performance scale 4	
P5	Performance scale 5	
P6	Performance scale 6	
P7	Performance scale 7	
P8	Performance scale 8	



## St ANTONY'S ASSESSMENT SCHEDULE

AUTUMNN 1	SPRING 1	SUMMER 1
<b>SEPTEMBER</b> BASELINE TESTS YEAR 1 PHONICS ASSESSMENT RECEPTION BASELINE INITIAL TEACHER APPRAISAL	<b>JANUARY</b> ASSESSMENT WEEK TESTS  RELIGIOUS EDUCATION WRITING TASK (AT3)	<b>MAY</b> WHOLE SCHOOL ASSESSMENT TESTS  KS1 & KS2 SATS  RE WRITING TASK (AT3)
<b>OCTOBER</b> LESSON OBSERVATIONS PUPIL PROGRESS (TARGETS SETTING) PARENTS' EVENING	<b>FEBRUARY</b> MID - YEAREACHER APPRAISAL PUPIL PROGRESS YEAR 1 PHONICS ASSESSMENT	<b>JUNE</b> YEAR 1 PHONICS SCREENING CHECK TRANSTION TESTS FINAL APPRAISAL PUPIL PROGRESS REPORT TO PARENTS LESSON OBSERVATIONS
AUTUMN 2	SPRING 2	SUMMER 2
<b>NOVEMBER</b> LESSON OBSERVATIONS X2	<b>MARCH</b> LESSON OBSERVATIONS  PARENTS' EVENTING	<b>JULY</b>  TEACHER BASED ASSESSMENT
<b>DECEMBER</b>  TEACHER BASED ASSESSMENT		

### Nationally Standardised Summative Assessments Include:

- **Early Years Foundation Stage (EYFS) profile** at the end of the Reception year
- **Phonics Screening Check in Year 1**
- **National Curriculum Tests and Teacher Assessments** at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

### Religious Education Assessment

The Diocesan Framework/Nottingham Model (David Quinn) provides clear guidance for teachers on the content of lessons for each year group. Within this scheme there are assessment activities which link with the RE levels of attainment. At the end of a Unit of Work, class teachers assess and record pupil progress against attainment strands (within AT1 and 2) at the back of each pupil's work book. Class teacher also each have an assessment / Pupil Progress Folder. Every term, teachers in cohorts meet to moderate these assessments with SLT to agree their final outcomes. These on-going

assessments are then used to help determine an end of year summative level for RE which is recorded on SIMS. A comprehensive Target Page is stuck into each pupil's book at the back which relates to all the attainment strands relevant to the topics being covered and the pupils and their teachers track these as this tracking also indicates areas that they need to work on. The child focuses on these targets throughout the Unit of Work and then self-assesses their progress on the target sheet across upper KS2.

Targets based on the **"I Can"** statements are fully used across EYFS however after a review of our assessment systems a target page is currently placed in the backs of RE books from years 1-6 to help staff to track the achievement of these targets over a unit of work as well as over the year. Pupils are assessed against the AT1, AT2 and AT3 standards. Below are the average standard expectations for end of year outcomes in RE for Years 1-6.

### **Procedures – Early Years Foundation Stage (EYFS) On-going**

#### **Assessments**

Throughout our Early Years setting, practitioners use the **Development Matters** and **Early Learning Goals (ELGs)** as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using on school iPads/school cameras. Key workers log onto SIMS at agreed intervals and use evidence collected to inform their judgements of whether pupils are: 'Emerging/Beginning, Working Towards/Developing or Expected/Secure' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books/files, on-going assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

#### **EYFS Profile**

In the final term of Reception (Upper Early Years) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects on-going observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on our pupil progress program.

Practitioners must indicate whether pupils are:

- **Meeting expected levels of development (Expected/Secure)**
- **Exceeding** expected levels
- **Not yet reaching** expected levels (Emerging/Developing)

The Year 1 teacher has a hand over meeting where the EYFS Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning are discussed. The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- **States the child's attainment against the ELGs**
- **Summarises attainment in all areas of learning**
- **Comments on general progress including the characteristics of effective learning**

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium
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### **Procedures - Nationally Standardised Summative Assessment**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

#### **Year 1 Phonics Screen Check**

This check demonstrates how well a child can use and apply the phonics skills and knowledge they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words (alien words) that pupils read 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

### **End of Key Stage 1 Tests**

All pupils sit the following tests at the end of Year 2:

- Religious Education
- Reading & Comprehension
- Grammar, Punctuation and Spelling (GPS)
- Phonics Screen Check
- Mathematics
- Writing (Teacher Based Assessment) Year

### **4 Times Table Check**

This check demonstrates how well children in year 4 know and are able to use and apply their times table knowledge and skills which they have learned up to the end of Year 4 and identifies pupils who need extra support with learning their times tables. This is now a statutory test/check nationally and must be done by all children across the country who are in year 4.

### **End of Key Stage 2 Tests**

All KS2 pupils will cover the following tests at the end of Years 3- 6:

- RE
- Reading & Comprehension
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (Teacher Based Assessment)

At the end of KS1 (year 2) and KS2 (year 6) pupils sit the National SATS Summative Tests and will be given a scaled score and a 'performance descriptor' against the expected standard in each

**Year 2 and 6 SATS Test done in May each year and includes:**

**Spelling, Punctuation & Grammar - Paper 1**

**Spelling, Punctuation & Grammar - Paper 2**

**English Reading**

**Maths Paper 1 (Arithmetic)**

**Maths Paper 2 (Reasoning)**

**Maths Paper 3 (Reasoning)**

**Writing (Teacher Based Assessment)**

**End of KS1 and KS2 results** are used to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements based on outcomes about the school's effectiveness from pupil progress outcomes and the analysis of data used to inform the School Development Plan.

### **Assessing Pupils with SEND**

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as **'Below'** end of year expectation if they are unable to access the National Curriculum. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or special tests which are teacher based assessments based on a lower year group or a diagnostic test developed by the teacher specifically to assess what they have covered.

Assessment methods are adapted for some pupils with SEND and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli (eg. colourful semantics and visual time tables) and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils such as those with visual challenges which may include the use of braille or larger print where relevant. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils are assessed using the Speech/Language Link test during their first few weeks in Reception. This assesses all aspects of speech and language and any child who is highlighted in red is discussed with our school's Speech and Language Therapist often leading to a referral to their services. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

### Reporting

Reporting not only fulfils the school's legal requirements to Governors but also plays a vital part in fostering our relationship with parents and the wider community in partnership with supporting all our children's learning which serves to support and extend pupil progress from EYFS to year 6.

### Reporting to Parents

- Termly Parent Consultation Meetings are held: these meetings focus on the school ethos, curriculum, work ethics and attitude to learning. They serve to indicate to parents what pupils can do and what they need to do to improve (targets).
- Annual Reports are summative in orientation (including assessment against end of year government expectations for end of EYFS, KS1 And KS2)
- The results of any statutory assessments e.g. phonics screening check at the end of year 1 and end of KS1/KS2 SATS results are shared in the final term.

### Reporting to Governors and SIP/SIA

- The Head Teacher Reports to Governors (termly) as a standard procedure however members of SLT who have specific responsibilities for core curriculum areas or areas of responsibility such as: Curriculum, Assessment, SEND and EYFS are also required to report to Governors at agreed intervals.
- The Head Teacher and SLT also report to the School Improvement Partner/Advisors for the London Borough of Newham as well as for the Diocese at least twice per year.

### Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- **Our next step marking** informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to

teacher's comments, questions and instructions in their marking, to self- evaluate their work and set their own targets based on a given success criterion.

### **Local Authority and Government (DfE)**

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required at the end of each academic year.

### **Arrangements for the Governance, Management and Evaluation of Assessment**

A member of the SLT has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in all classes across the school. This team also carries out regular **Book Looks** with subject leads to evaluate the effectiveness of teaching and learning and the assessment systems in place across the school such as the use of editing and up-levering, next steps, use of success criteria, self and peer marking and target setting.

At the end of every term, the Assessment Lead holds Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to close the learning gaps identified. Interventions may also be put in place which includes adapting whole class planning, pre-learning, booster groups, catch-up programmes done on a one to one or small group basis to support specific children's progress in specified subjects such as reading, writing, phonics and maths. Teachers are asked to bring copies of their on- going assessments and tracking to show the progress made by LAG and vulnerable groups in particular- though all ability groups are tracked.

### **Role of the Assessment Lead**

These responsibilities include:

- Leading School Development in Assessment, Recording and Reporting
- Planning Assessment Arrangements - alongside the Curriculum Lead & SLT
- Networking with other Assessment Leads within OLOG MAT schools
- Ordering/purchasing Reception Baseline, Yr. 1 Phonics Screening Check, ensuring Yr. 4 X Table check and SATs Tests are ordered along with OLOG Assessment Materials/resources for the school.
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping along with SENCO
- Contributing to school Action Plans for core subject areas and the SDP - through work with the HT and SLT

## **Moderation and Standardisation**

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded in pupils' books to justify judgments made towards pupil outcomes. The Assessment Lead, Curriculum Lead and SLT will work collaboratively on this.

### **At St. Antony's the following takes place:**

- Termly Moderation of RE, Reading, Writing and Mathematics Assessments made on a Cohort, Phase and whole School Level. Moderation meetings is held with all teaching staff at least 3X per year to ensure that judgements are standardised in line with National, diocesan and school expectations.
- Deanery Schools' Cluster/LA Moderation Group Action for Moderation of Reading, Writing (inclusive of RE) and Mathematics assessments
- Early Years staff meet regularly with the EYFS Lead and shadow Lead to moderate work for the EYFS profiles
- When the school is selected, Local Authority moderation also takes place in core subjects and although they do not moderate RE as a named subject we send samples of RE writing to be moderated as writing is done using a cross- curricular approach with RE and other subjects such as History at St Antony's.

### **Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SMT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. Outside training providers are also used. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our alliance to share good current practice.

## **Initial Teacher Training**

Our participation in the School Direct scheme has enabled us to train our trainees (alongside the staff in our alliance schools via St Edwards, St Angela's, St Bonaventure's, Elmhurst, Tollgate and All Saints) with the aim of employing them (within our school) at the end of their placement. Trainees are involved in all of our staff meetings - as well as relevant CPD courses hosted by our Teaching School Alliances.

## **ECTs (formerly NQTs)**

All ECTs take part in induction processes for their placement. During these induction processes the assessment coordinator will go through the school



Assessment and Reporting Policy via insets and staff meetings or mentoring meetings to make them familiar with the school's assessment systems. ECTs attend assessment training as part of their development with our Teaching School Hub/Partners. During teaching and learning they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within our own school and when feasible within our Deanery School Clusters across OLOG MAT.

### **Implementation of the Assessment Policy**

This Policy was Compiled by the Head, Curriculum and Assessment Leads with input from the SEND and EYFS leads. The core tenets of the policy are reviewed and discussed with all teachers as part of a staff meetings to ensure effective use and application to teaching and learning across the school.

A copy of this Policy is available on our school website and all parents are invited to share their views when it was first developed in 2014 (due to revised government guidelines). At the start of every academic year, teachers explain how pupils are assessed as a part of a Parents' Information Meeting /Consultation Evenings to aid parents with understanding how their children's progress is assessed.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. These form the basis of the target sheets that they stick into their books at the beginning of the year and also at the start of topics and units of work. Pupils are involved in self-assessing their learning, every lesson via success criterion, and they are actively involved in the target setting process.

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government policies and programmes.

## St Antony's Monitoring and Assessment Cycle:

