

Assessment Policy

Christ the King RC Primary School



At Christ the King, we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this.

This includes:

- Teacher Marking and feedback
Observations and Group Work
- Formal Summative Assessments (Including National Tests)
- Weekly Tests (Spellings, Mental Maths etc)

Aims

Assessment of children can take different forms including observations and discussions as well as the formal assessment of written work and tests.

Every half term pupils across the school are formally assessed and data tracked. As well as Marking and Feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the HT and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. Marking of work, discussions and observations inform the on-going assessments of pupils. At the end of each year, during transition week, teachers share this information with each other to ensure end of year data is accurate.

Assessment in the Early Years

Evidence is collected through observation and discussion and these are recorded in pupils learning journeys. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Comments are placed in learning journeys to show where pupils have achieved different objectives.

Senior Leaders within the Early Years, analyse this data termly and present this to the HT and Governors. They provide staff within the EYFS intervention target groups in order to accelerate progress. Data is provided to parents and carers at the end of each year.

Assessment in Key Stages 1 and 2

Along with on-going teacher assessment, more formal assessment are carried out prior to each half term holiday. These are tracked on a separate tracking system in school and are used to inform teacher assessments.

Teacher assessments are also entered on to the schools tracking system. This data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress.

The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

National Assessment SATs tests are carried out at the end of Year 1, 2 and 6 and past papers and optional SATs used each term by staff to inform teacher assessments.