



## St John Lloyd RC Primary School Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

### **Principles of assessment are:-**

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals and success criteria with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of pupils' progress
- to inform school self-evaluation and school improvement planning

### **Assessment for Learning (AfL)**

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St John Lloyd School we will:

\*Evaluate pupils learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons

\*Incorporate the four purposes and progression levels of CfW into all learning/assessment

\*Adjust plans to meet the needs of the pupils, differentiating activities and SMART success criteria in place.

\*Ensure pupils are aware of the learning objective and what is expected of them through SMART success criteria and encourage them to self-evaluate their own progress so that they understand their next steps they need to make

\*Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process

\*Regularly share these targets with parents to include them in supporting their child's learning

\*Encourage pupils to evaluate their own work and their peers against success criteria based upon specific, key learning objectives. In foundation phase we will use sea creatures to help our self and peer assessment.

Assessment for learning strategies such as:

- Working / learning walls
- Pupils to identify the 'purpose of learning' (e.g. creative) that they are using through using the associate colour against the learning objective and how they can use additional purposes to reach the success criteria
- Visible Targets
- SMART success criteria
- Self and peer evaluation (2\*wish)
- Discussion, talk and modelling
- An evaluative and progressive dialogue between pupils and teachers through deeper questioning
- Use of metacognitive strategies to develop independence

### **Assessment of Learning**

\*Mark work so that it is constructive and informative in accordance with the marking policy (see policy).

\*Incorporate both formative and summative assessment opportunities in medium and short term planning

\*Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the expected level.

\*All information to be imputed into TAITH (pupil tracking) including;

- Reading Age
- Notes made including photographs to give additional evidence to the level
- Monitoring both PROGRESS and ATTAINMENT within progression levels (P1-3)

### **Moderation**

\*Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

Using a variety of evidence staff benchmark and moderate pupils in accordance with the WG guidance in order to track progress.

Staff meet regularly when in phase meetings to moderate assessments

All staff moderate work through planning and book sampling thus feeding findings back to members of staff (MER Cycle)

When appropriate staff participate in moderation schemes in the Cluster

### **Short burst writing assessment – Y3-Y6 & Y2 (developing)**

\*After each topic, Science and the completion of a novel, pupils are expected to write a short piece of evaluative writing. This should focus on the pupil's knowledge and experiences and also the higher order skills of evaluative and opinion writing. This must be independent and can be use as supplementary evidence for leveling.