



## Assessment Policy

All pupils at Loyola Preparatory School, including Early Years Foundation Stage and Key Stage 1, will have their work regularly assessed.

Assessment across the school takes various forms in each section.

### Principles

Assessment of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress.

This communication must be in a form that is comprehensible and understandable to the individual pupil and can be verbal or written.

The feedback on pupil progress that this represents should inform the next step in a pupil's learning and also help with the teacher's planning of future lessons. This feedback should also be used in the setting of informal and formal individual academic targets.

Different forms of assessment are used and these include Formative (promoting pupil learning), Summative (the recording of pupil progress) Diagnostic (helping to identify pupil needs) and Evaluative (looking at the impact of learning).

Pupils are encouraged to take an active part in the assessment of their work. This requires a good understanding of the success criteria and the encouragement of pupil self-evaluation.

### Purposes of Assessment

Assessment must take into account differentiation and should wherever possible include the following aims:

- To encourage and stimulate pupils by praising current achievement.
- To assist pupils by the setting of clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning.
- To enable the teacher to make judgements about pupils' attainments.

### Guidelines for Marking

In order to provide a degree of consistency across subjects, the following guidelines must be adhered to:

- Work should be collected in regularly and returned as quickly as is practicable.
  - Written comments should be constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
  - A specific comment on learning should be made at the end of a piece of work. The aim should be to summarise achievement and to set a further target.
  - Pupils should have access to the assessment success criteria and understand the meaning of any marks/grades they receive.
  - Marking should recognise attainment and effort.
  - Self-evaluation and pupil self and peer-assessment should be encouraged.
- (See Marking Policy for further detail)

### Responsibilities

*It is the responsibility of all classroom teachers:*

- to ensure that all class work and homework is marked regularly;
- to ensure that when marking takes place any unfinished pupil work is subsequently completed;
- to keep a record of marks and assessments achieved;



- to explain the marking and assessment system to the pupils;
- to ensure that assessment information informs further curriculum planning;

#### Monitoring of Assessment

- It is the responsibility of the Phase Leader to ensure consistency across the phase through the sharing of good practice, moderation, marking audits or work scrutiny.
- Subject Leaders are expected to carry out work scrutiny, marking audits and learning walks to ensure consistency across their subject.
- At a whole school level, the quality of assessment and marking is monitored by the SMT by receiving feedback from Phase Leaders and Subject Leaders.
- The assessment and marking of the whole school is also assessed regularly as part of the whole school work scrutiny led by Subject Leaders, with results passed on to the Head.

#### The Upper School (KS2)

##### Aims and Objectives:

- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To gather information to inform planning.
- To enable target-setting.
- To ensure smooth transition for pupils.
- To enable pupils' progress to be tracked.
- To inform parents.
- To maintain high expectations of pupils and enable them to progress and develop.

#### Assessment in the Upper School:

##### Principles

##### Formative assessment

- Pupils' work should be assessed regularly- either verbally or in writing - and returned as soon as practicable.
- Marks are not allocated for all pieces of work; however, written or verbal feedback is provided to inform pupils of their progress and how they can improve.
- Assessment must include feedback. This feedback may identify strengths and weaknesses, and will set targets to try and improve pupils' attainment. The purpose is to close the gap between desired outcomes and current outcomes.
- Targets should be appropriate to the individual.
- Written feedback should be constructive, legible and understandable for the pupil.
- Pupils have the responsibility to act on the targets given to establish a dialogue- this is monitored by the teacher.
- Technical and subject-specific mistakes should be corrected although common sense should prevail.
- Pupil self and peer assessment is encouraged.
- Pupils must understand the assessment system.
- Assessment should be applied consistently.

##### Summative assessment



- Each subject is responsible for setting their own Core Assessments (see table below), unit or modular tests.
- Core Assessments are used to ensure that pupils are making expected progress measured against standardised testing.

Term	Year Group	Core Assessment - Standardised	Core Assessment	Assessment
Christmas	Prep - Ruds	CAT4 (online) PIRA, PUMA, GAPS	1 piece of unaided writing Classroom Monitor updated in English & Maths each half term	End of unit / topic for subject Spelling tests Mental/oral maths
Lent	Prep - Ruds	PIRA, PUMA, GAPS	1 piece of unaided writing Classroom Monitor updated in English & Maths each half term	End of unit / topic for subject Spelling tests Mental/oral maths
Whitsun	Prep - Ruds	PIRA, PUMA, GAPS  Ruds -SATs	End of Year Exams in: Writing, RE, Science, History, Geography, ICT, Art, German Classroom Monitor updated in English & Maths each half term	End of unit / topic for subject Spelling tests Mental/oral maths

- Core assessments should be marked and data inputted to create an audit of strengths / weaknesses and a standardised score.
- Exam scores will be marked as a % and recorded on individual / class assessment grids

### Evaluative assessment

- Curriculum and planning for individuals or year groups are reviewed based on this data.
- Information from all forms of assessment will enable comparison of performance in class. This will help to inform decisions on setting and streaming.
- The assessment will also act as a tool to evaluate performance within and between subjects to aid governance and management.

### Diagnostic assessment

- All assessment should inform teachers of pupil needs.
- Phase and Subject Leaders should use data to diagnose curricular, pedagogical and assessment issues within their phase.

### Practice

This Policy provides a generic outline for all subject areas. It is the responsibility of the SMT to:

- To ensure that the Policy is adhered to
- To ensure marks, as appropriate, are put onto the school network assessment system
- To use assessment data to diagnose and evaluate curriculum, pedagogy and assessment procedures.
- To use data to evaluate progress.

### *The teacher*

- To regularly mark work according to Policy.
- To record marks, as appropriate, on the network system and their own record keeping system.
- To ensure pupils understand the assessment of their work.



- To ensure pupils are being responsible for any action needed arising from feedback.
- To ensure that assessment informs planning.

**Assessment in the Lower School (Pre Prep 1 & 2 and EYFS)**

**Aims and Objectives:**

- To recognise and celebrate all pupils’ achievements.
- To provide an evaluation of what has been taught and learned.
- To identify pupils’ strengths and weaknesses.
- To enable support to be offered.
- To gather information to inform planning.
- To enable target-setting.
- To ensure smooth transition for pupils.
- To enable pupils’ progress to be tracked.

In the lower school (Pre Prep 1 & 2 / EYFS) there are four main types of assessment used (formative, summative, evaluative and diagnostic).

**Formative assessment** is a vital tool in effective teaching and learning. Learning should be assessed regularly. This is done verbally and in a written format that follows the marking guidelines. Verbal and written feedback supports the pupils, encouraging strengths and identifying weaknesses. Formative assessment informs teacher’s planning. ‘Next steps’ provide targets for pupil development and assist in planning. Self and peer assessment is encouraged. Strategies such as traffic lights, thumbs up and down, verbal feedback, stamps, stickers and positive charts are used. Technical and subject-specific mistakes are corrected although common sense should prevail. A system of house points reward good work and behaviour and is introduced at the end of Reception and used throughout the school.

**Summative Assessment** takes the form of standardised tests across PP1, PP2 and the end of Reception.

Reception undertake baseline / on entry assessments and then again at the end of the academic year. Throughout each term on a daily basis, EYFS class teachers assess specific skills and complete assessment during informal carousels of activities. The children are assessed on phonics knowledge and high-frequency words. Pupils are assessed using the EYFS emerging, expected and exceeding terminology.

Term	Year Group	Core Assessment - Standardised	Core Assessment	Assessment
Christmas	PP1 - PP2	PIRA, PUMA, GAPS	1 piece of unaided writing Classroom Monitor updated in English & Maths each half term	End of unit / topic for subject Spelling tests Mental/oral maths
	EYFS Reception Lower/Upper Kindergarten	Baseline assessment	First piece of mark-making and independent writing Tapestry used for ongoing assessment	End of Phase Assessments in Phonics Ongoing assessment against Development Matters / ELG
Lent	PP1 - PP2	PIRA, PUMA, GAPS	1 piece of unaided writing Classroom Monitor updated in English & Maths each half term	End of unit / topic for subject Spelling tests Mental/oral maths
	EYFS Reception	PIRA (Rec)	1 piece of unaided writing	End of Phase Assessments in Phonics



	Lower/Upper Kindergarten		Tapestry used for ongoing assessment	Ongoing assessment against Development Matters / ELG
Whitsun	PP1 - PP2	PIRA, PUMA, GAPS  PP1 Phonics Screening	End of Year Exams for PP2 in: Writing, RE, Science, History, Geography PP1: 1 piece of unaided writing Classroom Monitor updated in English & Maths each half term	End of unit / topic for subject Spelling tests Mental/oral maths
	EYFS Reception Lower/Upper Kindergarten	PIRA, PUMA (Rec)	1 piece of unaided writing Tapestry used for ongoing assessment	End of Phase Assessments in Phonics Ongoing assessment against Development Matters / ELG

Evaluative assessment is based on the formative and summative assessments and provides data that informs planning and curriculum development.

Diagnostic assessment helps inform teachers of the pupils' needs. This is an on-going process that notifies and updates staff on pupil performance, development and necessary approaches to ensure effective teaching and learning.

#### Practice

Teachers:

- Keep a record of the work/pupil's written evidence/photographs.
- Regularly mark work according to marking guidelines.
- Record assessments.
- Ensure pupils understand the learning objectives and success criteria.
- Ensure that assessment informs planning.

#### Monitoring of Assessment

This Policy provides a generic outline for all subject areas. It is the responsibility of the SLT, KS1 Phase Leader and EYFS co-ordinator:

- To ensure that the Policy is adhered to
- To ensure marks, as appropriate, are put onto the school network assessment system
- To use assessment data to diagnose and evaluate curriculum, pedagogy and assessment procedures.
- To use data to evaluate progress.

As part of the EYFS, Reception work is moderated through external assessors. Class Teachers, Teaching Assistants and the Head EYFS ensure consistency in assessment.

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