



## St. John the Baptist Catholic School Assessment Principles

The whole school community endeavours at all times to fulfil its Mission Statement and ensure that all children are given every chance to do their very best, attain highly, achieve exceptionally well and be ready to celebrate the vocation God has decreed for them.

In order to fulfil these aims we believe that assessment, both formative and summative should be used to inform future curriculum planning; so ensuring a bespoke curriculum for our children.

Our Assessment Principles and systems ensure:

- The accurate and challenging tracking of each pupil that ensures and evaluates their progress towards age related and end of key stage expectations.
- We use assessments to identify success and areas of concern, to ensure that children know more and remember more and provide information and feedback to children, parents and governors.
- We gather a full range of information that allows for differentiation and targeted support and challenge.
- A drive for improvement for pupils and teachers linking it to improving the quality of teaching.
- All adults in classrooms are involved in assessing children's acquisition of knowledge in lessons and the knowledge they retain in their long term memories.
- That children receive quality marking and feedback, and participate in self-assessment
- Measurable data can be evaluated and quantified against expected standards and progress overtime.
- That progress in all subjects is assessed and monitored regularly.
- That the school is keeping up with external best practice and innovation
- Assessments are used to plan next steps in learning
- Assessments are moderated by colleagues within school, working with other local schools in our MAC and the LA.

### Attainment

Each child in our school is expected to reach age related expectations. Our chosen assessment system for Reading, Writing and Mathematics is FFT Aspire. The system provides the end of year expectations for each child in the form of an estimated scaled score. Teachers judgements are recorded termly using the following codes:

- Emerging/W – Working towards age related expectations
- Expected/N – Achieving national age related expectations
- Exceeding/A – Working above age related expectations
- Below/B – working significantly below age related expectations

We also want children to add more **depth and breadth** to their knowledge, and to have more opportunities to develop their using and applying skills.

To achieve this aim, in maths and reading particularly, we teach for 'mastery', exposing all children to the same level of expectation and then using assessment for learning to provide necessary support within the lesson to enable all abilities to achieve. This can be done, for example, by the provision of effective concrete resources in mathematics lessons to support those who are not yet ready to move on to pictorial or abstract representations.

Similarly, children who are unlikely to achieve age related expectations at the end of the year may work towards expectations from previous year groups. Our main method for assessing depth of learning is through a range of formative assessments. Examples of day to day in-school formative assessments are: skilful questioning; marking and feedback and classroom observations.

### **Foundation Subjects**

We assess all Foundation subjects (e.g. art, history, geography etc.) against their National Curriculum objectives, using formative assessments. Our assessments are tracked and recorded using the schools FFT Aspire system. This enables us to track individual children, ensuring that they make good progress in all areas.

