

Assessment at St Patrick's

"With God all things are possible"
Matthew 19:26



Assessment is a vital component of the teaching and learning process in our school. Assessment provides teachers with insights into pupils: understanding, skills, and misconceptions. This allows for tailored teaching and learning to meet the diverse needs of our learners.

We use:

1. Formative assessment

- Conducted during lessons to provide real-time feedback (e.g. questioning, observations, low stakes quizzes). Encourages immediate adjustments to teaching so that next steps can be adapted in the moment.

2. Summative assessment:

- Conducted at the end of units or terms to evaluate learning and can be benchmarked or standardised against age related expectations.

3. Diagnostic assessment:

- Administered at the start of learning cycles to identify prior knowledge and learning gaps when the teacher feels that these are necessary and impactful.

4. Self and peer assessment:

- Encourages reflection and collaboration among peers. Encourages children to grow in independence and reflect on own learning.

5. Standardised assessments:

- Used sparingly to measure performance against national benchmarks. These include statutory DfE assessments including the phonics screening check in Y1 and end of KS2 assessments. These are a form of summative assessment.

Implementation:

All assessments align with our school curriculum and the National Curriculum. We are inclusive with our approach to assessment and adapt them where necessary to support children with SEND. B-Squared is an assessment tool used for some of our SEND learners, it allows steps of learning to be broken down for any children who are working at a pre key stage level. Teachers receive regular CPD on effective assessment strategies and data analysis. The assessments are used to inform planning and next steps and to ensure that extra support/intervention is put into place quickly if children are not meeting age related expectations.

Assessment data is also shared with parents so that progress can be celebrated and supported at home. Our data trends also inform school-wide improvement plans, resource allocation, and professional development priorities. In Y2 and Y6, we use end of KS assessment materials to track progress at the end of each term. In Y3, Y4 & Y5 we use the NFER standardised assessments to support teachers in gathering data. Early reading is assessed every half term by the RL inline with RWI progress expectations. Children who need extra intervention are quickly identified and assessed more frequently to inform interventions and next steps. In EYFS and Y1, teacher assessment is used to devise end of term outcomes. In the Summer term, Y1 children begin to access NFER papers if they are ready for this step.

