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## PUPIL ASSESSMENT PROCEDURES

This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it). This policy should be read in conjunction with the School's Behaviour Policy.

### 1. INTRODUCTION

- 1.1 Regular assessment is vital in any school. It helps pupils know how they are progressing and what they need to do to improve. It helps teachers understand where each pupil is in their development so they can adjust their teaching accordingly. And it provides feedback to parents on how their child is performing. Regular assessment provides an early indication of problems for all involved, which makes early remedial action possible.
- 1.2 Small class sizes enable our class teachers to carry out daily formative assessment, which involves teachers providing whole class feedback that relates to what they have achieved and their next steps. We believe that this regular feedback is perhaps the most crucial in enabling progress to take place.
- 1.3 At St Alban's Classical Academy, we use a classical model of education, which includes daily recitation of key information (times tables, days of the week, parts of speech, etc). This allows teachers and pupils to carry out daily formative assessment as pupils strive for their end of year mastery awards. This kind of feedback is carried out in line with the school's Marking Policy.

### 2. PRIMARY YEARS

- 2.1 For pupils in Year One to Year Six, we use a combination of the Memoria Press curriculum and Core Knowledge UK as the basis for teaching in the primary years.
- 2.2 We baseline test pupils at the start of the school year and test again at the end to measure progress and to set targets for the year ahead.
  - 2.2.1 Regular assessments are also carried out, usually by tests, which are developed by teachers following consultation and moderation by experienced Memoria Press and Core Knowledge experts.
- 2.3 Twice a year, parents receive a report by subject (English, Mathematics, Science, History and Geography, Art, Music, PE, RE, PSHE, Computing, Divinity and, from Year Two/Three onwards, Languages.)
  - 2.3.1 Reports show an effort level (1-4 1= Excellent; 2= Good; 3= Satisfactory; 4= Requires improvement) and an attainment level (1-4) together with the teacher's comments and a comment from the Head Teacher.
  - 2.3.2 The effort level is a teacher's judgement based on the attitude to learning the pupil has exhibited, including demonstration of virtues such as perseverance, diligence and temperance.
  - 2.3.3 The attainment level is the result of live testing that teachers witness during daily recitations and work completed along with subject unit tests carried out during the year.
- 2.4 The classical approach is about striving to Mastery Level.
  - 2.4.1 A pupil will receive a mastery award in subjects where all learning outcomes have been achieved in that term.
- 2.5 Regular meetings take place between the class teacher, the Monitoring Teaching and Learning Leader (MTLL) and the Head Teacher to monitor pupils' progress.
  - 2.5.1 This takes place at the end of term Pupil Progress Meetings, but may take place more frequently if needed.

- 2.5.2 Where there are serious issues relating to either effort or attainment, the teacher will telephone the parent(s) to discuss and suggest a meeting.
- 2.5.3 Parents receive a more detailed end-of-year report with the same effort and attainment levels used.