

# SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

## Assessment Rationale Policy



Date of publication: 15 June 2015

Adopted at Governors: 15 June 2015

Date for Review: June 2017

### Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

## **ASSESSMENT RATIONALE**

Assessment is the gathering and analysis of information, whereby judgments concerning student learning are made in relation to curriculum goals. Assessment, therefore, provides information about individuals and about groups. Assessment is a process that enables students, their families and their teachers to gain information which is related to individual progress and achievement. The assessment process is a vital tool in establishing, developing and modifying curriculum resources, school organisation and other educational provisions. SS Peter and Paul is a community centred in Christ where education is child focused and based on the belief that our lives should reflect his teachings.

**May God give you the power through his spirit for your hidden self to grow strong so that Christ may live in your heart.**

### **Ephesians 3:16 19**

Therefore, we believe:

- assessment should arise from the everyday classroom learning experiences of students;
- assessment should inform planning and teaching and therefore enhance learning.

**At SS Peter and Paul we recognise that each child is unique with innate gifts from God. We provide a friendly, caring, learning environment, which fosters the development of every child, challenging them to fulfil their potential in the pursuit of excellence.**

Therefore, we believe:

- assessment is the process of collecting, recording and analysing information about student progress towards achievement of the curriculum outcomes;
- assessment may be formative, summative or diagnostic;
- assessment is embedded into the curriculum and everyday learning practice of students and teachers, and therefore is an intrinsic part of the teaching learning process;
- assessment should enhance the self-esteem and motivation of the individual student;

- assessment is a continuous, dynamic and varied process that utilises a range of strategies which fall on a continuum ranging from least formal to most formal.

**At SS Peter and Paul, students develop a sense of social responsibility through self-discipline, respect and consideration for others.**

Therefore, we believe:

- assessment should recognise and value the diverse backgrounds and experiences of the students;
- the communication of student achievement should be disclosed when professionally appropriate;
- peer assessment is a valid and valuable part of the assessment process. Children need to be taught to understand the role and responsibilities they have when assessing peers.

**The SS Peter and Paul Community values partnership. Communication is the keystone of this relationship. We form strong links between students, staff, families, Parish and the wider community.**

Therefore, we believe:

- assessment is the continual measurement of student learning and development which involves students, parents and teachers;
- teachers are responsible for communicating honestly with parents about student achievement;
- parents, as the primary educators of their children have a vital role to play in the assessment process.

## **GOALS**

At SS Peter and Paul we aim to:

- relate assessment to the stated outcomes of the curriculum;
- reflect the complexity of student learning and the full range of curriculum outcomes;
- provide students with more than one opportunity to demonstrate the achievement of learning outcomes;
- be sensitive to gender, culture, linguistic background, physical disability, learning disability and socio-economic status ;

- make assessment a cooperative venture; and encourage and enable students to undertake self-assessment throughout their schooling, setting goals accordingly.

## **IMPLEMENTATION**

### **Confidentiality**

Class teachers gather a large amount of information about their students. All information on individual student s performance is to be treated confidentially. Information gained through assessment data should, therefore, only be discussed when professionally appropriate and only to those directly involved.