



Assessment Policy

2025

Through Christ we believe, inspire, achieve.

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1. Introduction

English Martyrs Catholic Primary School aims to develop all pupils as confident, enthusiastic and effective learners. We fundamentally believe that we should provide opportunities for all pupils to fulfil their potential through a challenging and creative curriculum.

Through our curriculum the children are provided with opportunities to apply skills they have learnt in a range of contexts. This ensures they are truly able to master skills.

2. Core Principles of Assessment

Good assessment practice in our school will:

- enable our children to demonstrate what they know, understand and can do in their work;
- help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- make children aware of the role they play in the development of their own learning so they feel motivated and supported;
- enable the active involvement of pupils in their own learning by providing effective feedback which enables them to improve the standard of their work;
- raise standards of attainment and behaviour, and improve pupil attitudes and response;
- allow teachers to plan work that accurately reflects the needs of each child;
- base judgements of children's attainment on a body of evidence from teachers ongoing marking, target setting and testing;
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn;
- track pupil performance and in particular identify those pupils at risk of underachievement;
- provide regular information for parents that enables them to support their child's learning;
- provide the Headteacher, Senior Leadership Team (SLT) and Governors with information that allows them to make judgements about the effectiveness of the school.

3. Inclusion and Assessment for Learning

At English Martyrs our aim is to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data and by asking ourselves questions about the performance of all individuals and groups of pupils. In this way we make judgments about how successfully we are promoting racial, gender and SEND equality.

Whenever possible SEND pupils will follow the same structure as other pupils however some pupils will need to follow a personalised curriculum. Staff must be able to evidence progress against their individualised targets on their Support Plans. The progress of these children will be recorded through the use of BSquared data. BSquared identifies the small steps of progress the children make and clearly shows which area of learning the child needs to focus on next. Staff will liaise with and receive guidance and support from the SENDCO.

4. Measuring Good Progress

All children will be expected to make at least good progress from their starting point. Depending upon a child's starting point taken from the end of the Early Years Curriculum in the Reception class, they will each have their own line of good progress.

If a child leaves Reception at the '**emerging**' stage and they make good progress they will leave future year groups assessed as at least '**working towards**' which means they are working towards age related national expectation.

Alternatively, if a child left Reception at the '**expected**' stage, they should leave future year groups assessed as at least '**expected**' which means they are working at age related national expectation.

5. Assessment Procedures

Our assessment procedures enable us to provide an informed analysis about our children's attainment. Moreover, it ensures that we can rigorously monitor every child's progress to ensure that those children who are at risk of falling behind are identified. We also believe that all forms of assessment should be used to improve teaching and learning.

Lessons are carefully planned with clear learning objectives. Activities with varying degrees of independence are planned and facilitated, to provide differing levels of cognitive challenge. Teachers share the lesson's learning objective with the children during each lesson. On titles and/or knowledge notes staff identify relevant skills and knowledge that will be a focus for the lesson. The children are made aware of the success criteria against which their work will be judged.

- **Formative Assessment**

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It also provides the opportunity to find out which children are reaching expected standards and those exceeding or falling behind. This information is then used to ensure that appropriate support is given to those falling behind.

Through **marking and feedback** next steps are identified and shared either with the child during the lesson or at the start of the next lesson (see Feedback and Marking Policy). Teachers monitor the children's recorded work during the lesson against key skills and knowledge. They ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misconceptions which will also be addressed during the current and future lessons. Through these approaches staff are able to provide rapid interventions for children who do not achieve the expected progress during a lesson. This information is also used to help staff plan for the next lesson.

- **Summative Assessment**

Summative tests need to be robust in order to provide accurate information of how our children are doing in line with national averages. At English Martyrs we currently use NFER termly tests for Reading, SPAG and Maths throughout the school. Y1 administer these in the Spring and Summer Terms and Y6 administer NFER papers in the Autumn Term and past SATs papers in Spring and Summer Terms. All other year groups administer NFER papers termly.

These tests enable staff to:

1. Provide quantifiable evidence of a child's progress.
2. Compare a child against their peers of the same age nationally (Bell Curve Graphs).
3. Take into consideration a child's actual age when measuring progress.
4. Measure small increments of progress.

Class teachers, Assessment Manager and SENDCO use this information alongside teacher assessments in Arbor and on-going assessments and discussions to identify those children who need to receive interventions or be identified as SEND. This information is recorded on Pupil Performance Review Sheets.

6. Assessment in EYFS

In EYFS, teacher assessment is conducted within the first few weeks to assess the children's starting points. The assessment will take the form of a range of practical tasks as well as observations of the children. This evidence will then be used by the teacher to form a judgement. Data is collated four times throughout the year; On-entry (September), Autumn 2, Spring 2 and Summer 2. This is entered into Arbor and Tracking Grids are created which enables staff to monitor each individual child's progress and compare with National Expectation. This information is used to identify those children who need to receive interventions.

Ongoing assessments are conducted by both the class teacher and teaching assistants. These, together with observation/ assessment notes, form a picture of each child's achievements and understanding therefore enabling staff to plan appropriately for each child's next steps for learning. Where needed, adaptations to the provision or teaching are made to ensure maximum progress and attainment for all pupils.

7. Statutory Assessments – National Expectations

Reception – On-Entry Baseline Assessment is completed during the first 6 weeks of the children joining Reception. At the end of the academic year the children are assessed against the seventeen **Early Learning Goal** Statements. Children who have achieved the expected level or above in the Prime (PSED, C&L & PD) and Specific (Literacy, Mathematics, UTW, EAD) Areas of Learning are deemed to have achieved a Good Level of Development. The children are assessed as emerging or expected.

Year 1 Phonics Screening - Year 1 pupils are assessed over a one week period in June. Children who do not pass the screening in Year 1 are screened again in Year 2.

Year 4 Multiplication Tables Check - Year 4 pupils are assessed over a two week period in June.

End of Key Stage 2 – During a specific week in the month of May the children in Year 6 will participate in SATs. The children complete booklets for Reading, Grammar and Punctuation, Spelling and Maths. These will be externally marked and the children will be given a scaled score. The National Expectation is a scaled score of 100 and their progress from Key Stage 1 will also be measured. The teacher will also make an assessment of the pupils writing

focusing on independent pieces of work the children have completed during lessons throughout the year.

8. Reporting to Parents

We have a range of strategies that keep parents and carers fully informed of their child's achievement and progress. We encourage parents and carers to contact the school if they have any concerns about any aspect of their child's education. If teachers have concerns regarding progress, regardless of the child's attainment, they will discuss this with parents at the earliest opportunity.

Midway through the year parents and carers receive a report that informs them about their child's progress in Reading, Writing and Maths. The information contained in this report indicates whether their child is making expected progress and if the child is working at expected, below or at greater depth for age related expectation. It also contains targets which highlight areas that the child needs to focus on so that parents can support their children at home with their learning.

All judgements are generated through the result of summative assessments as well as formative assessment, completed at the point of learning.

At the end of the summer term, parents receive a full report which details their child's achievements and strengths in each area of the curriculum. Targets are shared with parents so that they are able to support their children's learning for Reading, Writing and Maths.

Parents of children in the following year groups receive additional information relating to National Statutory Tests:

Reception – their child's EYFS Profile Results

Year 1 – the results of the Phonics Screening

Year 4 - Multiplication Checker

Year 6 – Teacher Assessment and End of Key Stage 2 SATS Test Results for Reading, Maths and SPAG.

Parent/ Carer Meetings with the Class Teacher take place in Autumn and Spring Terms. Parents also have the opportunity to discuss their children's end of year report with the class teacher.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement and accuracy in the following ways:

- With colleagues in school
- With colleagues from other schools within our networks
- Through statutory moderation by the LA.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe

that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

9. Monitoring and Review

Our Assessment Leader is responsible for monitoring the implementation of this policy. The leader will use the data provided through teachers' assessments to provide management information and statistics for the Headteacher, SLT and the Academy Council, and to meet the school's obligation to provide information to the LA and make statutory returns as required. This policy will be reviewed in two years, or earlier if necessary.