



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Assessment Policy

Last Updated: December 2022

Date of Review: January 2025

Aims

At St. Joseph's Catholic Primary School, we believe that the key aim of assessment is to **support pupil achievement and progress**.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to learn in order to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can currently achieve and what they need to do in order to progress.
- Provide information for teachers that can contribute to teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles

The principles that underpin assessment at St. Joseph's Catholic Primary School are:

- Every child can achieve - teachers are constantly evaluating, 'What do I need to do next, to enable all children in my class to achieve?'
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. In guided and independent writing lessons, a 'Success Criteria' is shared, or formulated and pupils' work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

Assessment Procedures

Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts, number fans etc. to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Retrieval tasks to recap prior learning from the curriculum.

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved greater depth), formative assessments are used to evaluate further progress.

Summative Assessment

Summative Tests (Years 1 to 6) – Maths, Reading and Writing

At frequent intervals (currently half-yearly in November and May), we assess attainment in Maths, Reading & Writing. These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

This 'Test Week' is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Management Team and SENCO meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling

pupils to make good progress and achieve well. When tracking assessment information the SMT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not making adequate progress.

Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Early Years Foundation Stage Profile (EYFSP) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children interact with activities and their peers. They take photographs and make notes of what they can do to help identify where the children may be in their own developmental pathway. Teachers collect this evidence using Tapestry (online learning journal) on their iPads. Class teachers use this evidence and their own knowledge of the children to inform their judgements of whether pupils are meeting the expected levels of development or not.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile

In the final term of Reception, the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). Practitioners must indicate whether pupils are:

- Meeting the level of development expected at the end of the EYFS (expected)
- Not yet reaching expected levels (emerging)

The results are sent to the Local Authority. The Reception teachers meet with the Year 1 teachers (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited to discuss the Profile. The report is specific, concise and identifies appropriate next steps.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

The results are reported to the Local Authority and the Department of Education.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they have learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Mathematics
- Writing (teacher assessment)
- Grammar, Punctuation and Spelling (GPS) – OPTIONAL

Please note: KS1 assessments have now become non-statutory. We have chosen to continue with the assessments for our own summative assessments.

Y4 Multiplication Tables Check

The Multiplication Tables Check (MTC) is administered for children in Year 4. The purpose of the MTC is to determine whether Y4 pupils can recall their multiplication tables (up to 12x12) fluently (being able to answer times tables questions accurately and quickly, without having to work out the answers).

It is taken by children in Year 4, in the summer term (during a three-week period in June; schools will decide which day to administer the check). Children will be tested using an on-screen check (on a computer or a tablet), where they will have to answer 25 multiplication questions against the clock.

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. These are uploaded to the Department of Education through the Local Authority.

We use these results to benchmark our school's performance against other schools locally and nationally. Additionally, we sign up to writing moderation with the Local Authority. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) Register. Depending on their need, they might be taught objectives from their Individual Education Plan or from PIVATS - this will be appropriately matched to their cognitive level. They would then be assessed using P scales 1-4 if they have not reached pre key stage 1 stage.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are used with specific pupils - this could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school, we have considered meaningful ways of measuring all aspects of progress. All pupils are assessed using WellComm during their first few weeks in Reception. This assesses all aspects of speech and language and any child who is highlighted is discussed with our SENCO. SEND pupils who are working a year or more below their year group objectives are set SMART targets within their IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals. High expectations still apply equally to SEND pupils.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments). In school, we have a number of diagnostic tests that help us to pinpoint more accurately areas of difficulty. These include reading comprehension, dyslexia and maths.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Two Parent Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

- The Head Teacher's Report to Governors (termly)

Pupils

- Through our formative assessment strategies, pupils get instant feedback on a daily basis.
- Marking (where appropriate) informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on success criteria.

Multi Academy Trust (MAT)

- End of year data will be submitted to the MAT
- Assessment lead will meet twice a year with the head of data analysis from the MAT.
- Attainment will be compared to other local schools in the MAT.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

A member of the Senior Management Team (SMT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Regular reviews by the SMT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly work scrutiny with curriculum coordinators to evaluate the effectiveness of teaching and learning.

After each assessment cycle, the SMT arranges Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps.

Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SMT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment coordinators within our cluster of schools
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping
- Uploading KYFS, KS2, MTC and Phonics data to the appropriate body with the Phase Leader

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At St. Joseph's, moderation includes:

- Regular moderation of Reading, Writing and Mathematics assessments.
- MAT moderation of Reading, Writing and Mathematics assessments
- Early Years staff meet regularly as a team to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Approved by	Quality of Education Committee
Date	January 2025
Review	January 2027