



St Clare's Catholic Primary School

Assessment Policy

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February 2025

Category:	Curriculum Management
Authorised By:	Curriculum Committee and ratified by FGB
Status:	Approved
Chair of Governors Signature	<i>Ann Marie Bott</i>
Date Approved:	February 2025
Issue Date:	February 2025
Next Review Date:	February 2027

Assessment Policy

“With Jesus we learn to love and love to learn”

Introduction

At St Clare’s we believe that the assessment of children’s progress is on-going during the entire school day to ensure the holistic needs of each individual child are being met in line with the ethos of the school. Assessment is a process of forming a judgement about a child’s learning and progress based upon information and evidence. It is an essential part of teaching and learning.

Aims and Objectives

The aims and objectives of assessment at St. Clare’s are:

- To enable pupils to demonstrate what they know and understand.
- To enable pupils to demonstrate the skills they have learnt.
- To help pupils understand what they need to do next to improve their work.
- To allow teachers planning to accurately and reflect on the needs of individual pupils.
- To provide regular information for parents that enables them to support their child’s learning.
- To provide accurate information that informs judgements made as to the effectiveness of teaching and learning in the school. This information is shared with Subject Co-ordinators, Senior Leadership Team, the Headteacher, the Executive Head teacher, Governing Body and relevant external agencies.

Assessment Methods

Formative assessment- formative tracking enables teachers to record attainment over a range of curriculum content in order to ensure appropriate coverage and identify any gaps in learning. High quality formative assessment is also a powerful tool to inform and support teacher summative judgements. Examples of formative assessment include verbal feedback or asking questions, independent and supported tasks and written feedback by the teacher or supporting adult. (See Marking and Feedback policy for more details.)

The bands pupils are on will be assessed on SONAR against the following code:

- Grey- not taught/pupil was absent
- Red- taught
- Orange- working towards
- Green- achieved
- Purple- greater depth

Summative assessment – summative teacher assessments are a vital tool in enabling teachers and senior leaders to make accurate predictions, spot any emerging issues, and deploy any additional teaching resources appropriately. Teachers make point in time judgements about where the pupils are and base these judgments on the knowledge of the pupil, end of unit assessments, work in their books and formal testing.

At St. Clare's we believe that a combination of assessment procedures best supports appropriate progression, highlighting a pupil's strengths and areas for development as well as offering appropriate strategies to meet the individual's needs.

Juniper SONAR

Pupil attainment and progress is assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Attainment is assessed against the National Curriculum end of year expectation statements for each subject, in each year group. Children are assessed half termly, and a final summative assessment is made at the end of the academic year. Each attainment code has a specific meaning and importance:

'Just At' code- indicates that pupils are just at the age related expectation at the point in time the assessment relates to. So if they continue to achieve at the expected rate they should achieve it, whether that is the Expected Standard at Key Stage One or 100 in the Key Stage two scaled score. The Just At Age Related Expectation pupils are on track but are vulnerable to any upsets, such as a prolonged period of absence.

'Securely' At code-These are pupils who are securely at the age-related expectation at this point in time. An assessment here means the pupil is securely on track. If they continue to progress at the same rate they are very likely, close to 100%, to achieve the expected standard at the end of the key stage. These pupils are not a cause for concern.

'Above' code- indicates pupils who are above the age-related expectation. These are pupils who are on track to achieve the higher standard at the end of the key stage. But they will only do so if their rate of progress is maintained.

'Below' code-These are pupils working below the age expected standard. They are not on track to achieve the expected standard but may have the potential to attain more highly. For example, their attainment may be affected by factors such as absence. They may be pupils for whom extra support through intervention strategies may be of benefit.

NFER tests

NFER tests in Maths, Reading, GPS and Spelling are completed in key stage 2 termly. The test results are recorded and the information is closely analysed and discussed. Teachers use the gap analysis tool to inform future planning and support for individuals. Year 2 children complete the non-statutory KS1 tests in the spring and summer term.

Cornerstones

Foundation subjects are assessed against the Cornerstones curriculum. At the end of each lesson teachers make a judgement and are marked as achieved or working towards the lesson outcome. Half termly summative assessment judgements are also made against each foundation subject.

Pupil Progress Meetings

The leadership team and assessment lead is responsible for evaluating the progress and attainment of pupils against age related expectations. All staff are involved in moderating their assessments as individuals and in phase teams so that there is a common understanding of the expectations in each subject. In doing so there are consistent judgements made about the

standard of work in the school. Teachers then meet with SLT members to discuss the progress of their pupils termly and next steps are agreed to ensure children stay on track. The children working in the just at bracket are a focus to ensure they do not fall behind.

Statutory Assessments

Early Years

Children are assessed regularly throughout their Reception year. Staff conduct the RBA with all the children within the first 6 weeks of children starting school.

Children are assessed on seventeen areas of learning as set out by the early years foundation stage (EYFS) statutory framework. At the end of the year a decision is made regarding the children's attainment against the early learning goals for each area. Children that achieve an expected outcome for all the prime areas and mathematics and literacy will achieve the good level of development (GLD). Children who do not meet the expected level for the area will be recorded as emerging.

Year 1 phonic Screening Check

All children in Year 1 participate in the Phonics Screening Check, which assesses the children's phonological awareness and ability to decode. We follow the scheme 'My Letters and Sounds' which covers the essential knowledge and skills children need in preparation for the test. Children who do not pass the check in year 1 redo the test in year 2.

All children in their final year of Key stage 1 are assessed using non statutory National Curriculum tests in Reading, Mathematics and Grammar and Punctuation.

Year 4

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4. The purpose of the MTC is to make sure the times table knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2-12. For every question the child has 6 second to answer and in between the question there is a 3 second rest.

Year 6

Children in Year 6 will participate in end of Key Stage 2 tests. The SATS tests assess children's ability in Mathematics Test, Reading and Grammar, Punctuation and Spelling. These tests are externally marked. Writing and Science tests will be Teacher Assessed and the results moderated, sample schools will also be externally tested for moderation purposes.

Planning for Assessment

At present, we use a number of different planning strategies to ensure that there is coverage of the National Curriculum (2014). Teachers create long term curriculum maps which set out in broad terms the topics to be covered and national curriculum standards to be achieved by the children. Medium term plans are created which set out what skills the children will be learning in that subject over a half term or term. Weekly plans are created and teachers will use a range of assessment strategies as listed above. Learning support assistants play a vital role in supporting assessments. They offer verbal and written focused feedback (as per the Marking

and Feedback policy) in line with the planning outcomes set out by the teacher. Additionally, they are able to observe pupil participation in whole class and small group situations recording such information to assist class teachers.

Moderation

To ensure that assessments are accurate staff will moderate evidence. This can occur in a number of ways: phase or whole school staff meetings; book look monitoring either with subject leaders or SLT; marking and feedback reviews. Moderation can occur in the same phase or cross phase moderation to ensure appropriate progression. Examples of moderated work is then shared and kept by subject co-ordinators and made available to all staff if required.

Reporting Arrangements

Governors

Governors are given a termly update on pupil progress. Developments in Teaching and Learning are also identified in subject Action Plans and on the overall School Development Plan which is brought to the Full Governing Body on an annual basis.

Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to speak with staff if they have any concerns about any aspect of their child's progress.

- Parents of children with a 'One Plans' in place will have the opportunity to meet with their child's class teacher and/or SENCO to discuss the child's progress. In the case of the children with EHCP's, one of the meetings will be dedicated to an Annual Review.
- We meet with parents twice a year, in the autumn and spring terms. Children are also welcome to these meetings to discuss their progress. At these meetings parents are informed about where the child is with their learning at the point in time and the progress that has been seen.
- At the end of the spring term parents/carers will receive a full report detailing the progress and achievements of their child across the curriculum. At the end of the year parents are provided with a summary report of the children attainment levels and their attendance. In EYFS parents are given their report at the end of the year reporting on the 7 areas of learning, the attainment against each of the 17 goals and whether their child has achieved a good level of development (GLD)
- A 'Meet the Teacher' event is held a couple of weeks into the autumn term so that parents are informed about the work to be covered and how they can best support their child. Any individual concerns can also be raised.
- In addition, we operate an 'open door' policy which means that staff are always available on the school gate and at the end of the day to have an informal chat with the teachers and support staff.