



St Mary's Catholic Primary School

Assessment Policy
2024-2025

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

Assessment, both summative and formative, is at the heart of effective teaching and learning at St. Mary's School. Our assessments draw on evidence that indicates what a child can do independently and consistently, it provides a complete picture of strengths and areas for improvement alongside achievement over time.

Assessments are used to set high expectations for all pupils against the in-year and end of Key Stage expectations, to celebrate achievement, and to inform children, parents, carers and teachers of next steps in learning.

Early Years Assessment

We believe that assessment is key to enable our practitioners to plan for each child's next step in learning. Assessment also plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support.

During the first few weeks of starting school the class teacher will carry out a baseline assessment with each Reception child to establish their individual knowledge, understanding and skills and then enable staff to plan appropriately for their next steps in learning.

DFE: Assessment at the start of the reception year – the Reception Baseline Assessment (RBA) 2.11 The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This information is therefore only relevant to reception teachers in school-based provision. 2.12 The statutory guidance for the administration of the RBA is set out in Annex B. The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms. Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP) 2.13 In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This is therefore usually undertaken by reception teachers, but on rare occasions it could be undertaken in other settings too. A provider other than a reception teacher must complete the EYFS profile only where a child they are caring for has not started school by the final term of the year in which the child reaches age 5 and will complete the EYFS in their setting. 21 2.14 The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents

and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. 2.15 Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging"). 2.16 Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.18). These should help inform a discussion between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1. 2.17 Relevant providers must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the practitioner who completed it. For children attending more than one setting, the Profile must be completed by the setting where the child spends most time. If a child moves to a new setting during the academic year, the original setting must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile. 2.18 The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Summative assessment

The end of year assessment is carried out to meet the requirements of the statutory reporting of the Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning. Observational evidence and samples of children's work throughout the school year will be used to assess children as 'emerging', 'expected' or 'exceeding' based on their understanding and achievements of the Early Learning Goals set out in the EYFS curriculum. The end of year assessment is based on all 17 areas of learning as outlined in the EYFS curriculum.

Transition

Transition for the start of the school year is carefully planned for. We have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of their child starting school.

Before the beginning of the school year the Reception staff visit Nursery and Pre-School Settings to meet the children, talk to staff and discuss each child's learning needs. The children and their families are welcomed into school for settling in days to ensure that children have the time to become secure and familiar with new routines, staff, classroom and school setting before starting school full time. During this time the child's parents have an introduction meeting with the head teacher whilst their child can explore the classroom setting and spend time with teaching staff.

For the first few weeks of school the children explore play based activities to enable them to become confident and familiar with the environment. It is during this time that the class teacher carries out baseline assessments for each child.

At the end of reception children have the opportunity to meet with their new teacher in their classroom prior to starting Year one. At the end of each school year teachers share each child's knowledge, understanding and achievements, including end of year assessment data, with the next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year. Class teachers use the St. Mary's transition document to guide this meeting and provide information regarding specific needs for the children.

Parents as Partners

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. We offer parents the opportunity to share their child's learning environment, have time to talk informally with the practitioners and to meet other parents during school 'book look' sessions and during termly parent consultation meetings.

We also offer parents learning workshops to provide advice and information on how they can support their child's learning through a 'meet the teacher' session and 'Phonic' information booklets. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers. Parents are provided with 'wow' forms which they can fill in to share their child's learning and achievements at home. The wow forms are kept as evidence in the pupils learning journey folders.

At the beginning of the year parents are encouraged to take time to settle their child

happily into class during the first few weeks of school. We then encourage the children's independence by asking them to say goodbye to their parents on the playground and then lining up by the class to be greeted by the class teacher. The children then come into class to put their own things away and sign in using the self-registration system.

Tracking and Assessments KS1 and KS2

At St. Mary's we use a range of assessments to determine a child's progress and level:

- Tracking grids -highlighted termly.
- Pira and Puma assessments -completed termly.
- Baselines assessments/ levels- Autumn Term 1
- End of year targets set-Autumn 1.
- SATS completed - Year 6
- Phonic screening- Year 1
- Multiples check -Year 4
- Read Write Inc/ Fresh Start Assessment 6-12 weekly
- SEND Assessments- PhAB, Vernon and Salford (In September and then at the end of each term), Pupil Profile reports with Smart targets which are reviewed three times a year. Dyslexia Assessments, Educational Psychologist reports and Speech and Language reviews as and when needed.

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

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (Interim Reports and targets shared).
- Annual Reports (including assessment against end of year expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of 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 though teacher comments and marking (Green pen to show what the child has achieved).

- Our next step marking (Pink Pen) informs pupils of 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 a success criteria. (See School Marking Policy)

Local Authority and Government (DfE)

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

End of year report

Teaching staff at St. Mary's use the 'St Mary's ALW Annual Report' format to inform parents of their child's, targets, attainment and effort at the end of the academic year. Staff also report on each pupil's strengths, areas for development, learning behaviour, attitude and learning skills.

End of year Reports for SEN pupils include progress towards their SEN targets.

Annual reports contain details of how parents can arrange a discussion about the report with their child's teacher.

The school tracking and assessment grids

Teachers at St. Mary's use the school tracking and assessment grids to track pupil progress throughout the year. Teachers highlight the tracking grid statements termly to show progress achieved by each pupil

Assessment levels (in line with the National Curriculum):

- **Below** (tracking grid used should reflect year group targets that child is working on so that we can show progress is being tracked at the child's level)
- **Working towards (Beginning)** This is the first section of the year group tracking grid
- **Working towards (Developing)** This is the second section on the tracking grid
- **Expected** This is the third section on the tracking grid
- **Exceeding** Separate tracking grid

A child who is on track should be:

- 'Working Towards- Beginning' at the end of the Autumn Term
- 'Working Towards- Developing' at the end of the Spring Term
- 'Expected' at the end of the Summer Term

If a child is working below their year group levels their progress is tracked using the

Year Group tracking grid that they are assessed at.

If a child is working above the 'Expected' levels for their year their progress is tracked using the 'Exceeding' tracking grid for their year group.

Interim Assessments

Teachers at St. Mary's use the school Interim assessment form to update parents on their child's current level and next step in learning.

Interim Reports for SEN pupils include progress towards their SEN targets, an example of this is shown below:

SEN Targets	Progress towards
Target 1	Met- New target given
Target 2	Partially Met
Target 3	Met- New target given
Target 4	Smaller step needed- Target changed

SEN Progress Statements

Smaller Step needed- Target

changed Partially Met

Met- New target given

Multiplication Teaching and Learning

At St. Mary's Catholic Primary School we have introduced the 'Multiples Marathon' and Big Maths 'Learn Its' tests as a way of motivating and encouraging the children to improve their times tables and number bonds knowledge, as well as to prepare the children in Year 4 for the multiplication check.

Once a week the children sit a timed test, based on the stage of the 'Multiples Marathon' that they are currently on. Every child must successfully complete each stage of the Multiples Marathon 100% in the given time (according to the set criteria) before they are able to move on to the next stage. If a child completes their challenge during the given time and gets all of their questions correct, they move onto the next stage of the Marathon. At certain points in the Marathon the children sit colour tests. If they complete the tests correctly in the given time, they earn a colour badge, which they are presented with in assembly.

In addition to this, it is also an expectation that KS2 children practice the times tables for the stage of the Multiples Marathon they are on as part of their weekly homework.

Multiplication tables check

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. MTC results and teacher assessments will be used to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

There will have a 3-week check window, starting on Monday 8 June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

Further information can be found in the 2020 key stage 2 assessment and reporting arrangements ahead of the check administration guidance being published in March.

Read Write Inc

Effective assessment in Read Write Inc.

Phonics Formative assessment is integral to Read Write Inc. Phonics. The series is built around a rigorous synthetic phonics progression that supports the development of children's reading skills through Foundation and KS1, and beyond if required. Children are placed in homogenous groups and their progress is constantly monitored through the teaching process.

Children are grouped using the results from the school Assessment and Tracker Grid. Groups are re-assessed every 6-12 weeks. Groups are re-organised if children have progressed beyond their groups.

Assessments cover accuracy and fluency in reading, including knowledge of grapheme-phoneme correspondences, sound blending, phonically regular words and non-words up to multi-syllabic words.

Assessments inform teachers which grapheme-phoneme correspondences a child needs to learn next and which accompanying Read Write Inc. Storybooks the child should read.

If necessary, a child receives intensive one-to-one tutoring to keep up with their peers so they all meet the expectations of the Phonics Screening Check and KS1 expectations.

Fresh Start and RWI assessments indicate if any child at KS2 needs a structured phonic reading programme to ensure they catch up with their peers. The children are then grouped accordingly.

Reports are sent regularly to parents so that they are aware of their child's reading ability and grouping (Headteacher letters, interim reports and Annual reports).

Examples:

Baseline and end of year:

Termly Tracking Year _____ September Baseline

Reading				
Year Group	Working towards Beginning	Working towards Developing	Expected	Mastery
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Writing				
Year Group	Working towards Beginning	Working towards Developing	Expected	Mastery
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Maths				
Year Group	Working towards Beginning	Working towards Developing	Expected	Mastery
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

	EAL
	SEND
	Pupil Premium/ Service Premium

Progress analysis

	Reading				Writing				Mathematics			
	% Met on track	% on track	% exceeding	% Range On Track / -	% Met on track	% on track	% exceeding	% Range On Track / -	% Met on track	% on track	% exceeding	% Range On Track / -
September Baseline												
December Progress												
March Progress												
July Progress												

Year _____

END OF YEAR TARGETS

Working Below Year <small>(Check child using appropriate year group grid below)</small>	On Track		Working Above	
	Working towards Beginning	Working towards Developing	Expected	Mastery
Reading				
Writing				
Mathematics				

Children working below their current year group expectations are working within the year group expectations below:

Reading				
Year Group	Working towards Beginning	Working towards Developing	Expected	Mastery
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Writing				
Year Group	Working towards Beginning	Working towards Developing	Expected	Mastery
EYFS- ELG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

Maths				
Year Group	Working towards Beginning	Working towards Developing	Expected	Mastery
EYFS- ELG				
Year 1				
Year 2				

Year 3				
Year 4				
Year 5				



Tracking (Highlighted forms)



Writing Elements

	Year 1		
Point	4	6	8
Grade	1C	1B	1A
Milestone	Working Towards Beginning	Working Towards Developing	Expected
Transcription	<ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> using the prefix un- writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far spell: words containing each of the 404 phonemes already taught Spell the days of the week 	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) apply simple spelling rules and guidance, as listed in English Appendix 1 Spell common exception words
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form digits 0-9 	<ul style="list-style-type: none"> form capital letters 	<ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
Composition	<ul style="list-style-type: none"> saying out loud what they are going to write about 	<ul style="list-style-type: none"> re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> composing a sentence orally before writing it sequencing sentences to form short narratives read aloud their writing clearly enough to be heard by their peers and the teacher
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 using the grammatical terminology in English Appendix 2 in discussing their writing

Interim Assessment Form

St Mary's Catholic Primary School
Pupil Interim Report November 2020

Pupil Name: _____ Year Group: _____

Reading	Working Below	Working Towards beginning (on-track)	Working Towards Developing	Expected At age related expectations for end of the year	Exceeding Shows depth and mastery
End of Year Target					
Progress towards target					

Next Step Home /School Target:

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Writing	Working Below	Working Towards beginning (on-track)	Working Towards Developing	Expected At age related expectations for end of the year	Exceeding Shows depth and mastery
End of Year Target					
Progress towards target					

Next Step Home /School Target:

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Mathematics	Working Below	Working Towards beginning (on-track)	Working Towards Developing	Expected At age related expectations for end of the year	Exceeding Shows depth and mastery
End of Year Target					
Progress towards target					

Next Step Home /School Target:

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SEN Targets	Progress towards

Class teacher Date.....