

St Fidelis Catholic Primary School

Compassion, challenge and excellence: bringing children to Christ through education.

Assessment Policy



Drafted by:	Catherine Quirke	
Approved by:	Curriculum	Date: January 2024
Last reviewed on:	January 2024	
Next review due by:	January 2027	

1. Aims	3
2. Legislation and guidance	3
3. Catholic Context	3
4. Principles of assessment	3
5. Assessment approaches	4
6. Collecting and using data	5
7. Reporting to parents	5
8. Inclusion	6
9. Roles and responsibilities	6
10. Bibliography	6

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#) and the [Statutory Framework for the Early Years Foundation Stage](#).

3. Catholic Context

As a Catholic school, the Gospel Values should be at the heart of any Catholic education, emphasising Christ as the foundation of all that we do as a school.

Gospel Values	Scripture
Integrity honesty, truth-telling	"Do not worry about how you are to defend yourselves or what you are to say; for the Holy Spirit will teach you at that very hour what you ought to say." Luke 12:11-12

4. Principles of assessment

Assessment is the means used to evaluate children's progress, and as such it sits at the heart of teaching and learning. It also helps parents to understand, and participate in their child's educational journey. Assessment can be in the form of tests, through use of questions, observations, pupil led discussions or by making a judgement from the work children produce.

Children who are in Years 2 and 6 are assessed in their statutory end of Key Stage 1 and 2 SATs during the summer term. Their outcomes will be judged as not yet working at age related expectations, working at age related expectations or working at greater depth against the nationally expected standards for their age.

Our assessment framework uses numerical data (summative testing) and a series of statements (KPIs- Key Performance Indicators) which a child is expected to achieve by the end of each year group, and will ensure consistent and accurate judgements are made about our child's progress and attainment. Moderation is an important part of how we use and validate assessment in school. Our work will incorporate the following agreed principles.

Assessment:

- Provides evidence to guide teaching and learning
- Is fair, inclusive and free from bias
- Outcomes are conveyed in an open and transparent way
- Objectives set high expectations for learners
- Is appropriate to age, to the task and to the desired feedback information
- Should draw on a wide range of evidence
- Is consistent, with judgements which can be moderated to ensure accuracy
- Outcomes provide meaningful and understandable information

5. Assessment approaches

At St Fidelis we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative assessment, also known as assessment for learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons.

Summative assessment, sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At St Fidelis:

- Pupils have their work marked at the end of each lesson and have opportunities at the start of the next lesson to check their understanding with a Point for Development (PFD).
- Teachers are constantly assessing pupils in their lessons and looking at the evidence of student mastery. This could take the form of:
 - Reject Self-Report - *Using individualised questioning and not asking generalised questions e.g. are we all ok with this?*
 - Targeted Questioning - *A series of carefully chosen open-ended questions specific to the key learning points of the lesson asked to different children within the class*
 - Tracking not watching - *Giving the same framed sheet/Annotate - you have planned to check understanding.*
 - Show Me - *Asking students to regularly share evidence of their understanding of a concept with the teacher.*
 - Affirmative checking - *Asking children to complete a section of the task and checking their work up to that point Pupils cannot move on until understanding has been confirmed. ("Teach Like a Champion 2.0", Doug Lemov)*
 - Diagnostic questions - *Using the diagnostic questions from Maths Mastery in Maths gaining a snapshot of a child's understanding or possible misconceptions.*
- In addition to these whole school strategies, KS2 teachers will use Annotate to gauge understanding during their teaching inputs and support children for whom they identify a gap in understanding.
- Teachers in KS1 and KS2 measure pupil progress against a set of identified Key Performance Indicators (KPIs). This helps teachers to make accurate judgements about whether a child is working at age related expectations across all subjects.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At St Fidelis:

We use assessments created by the PiXL group to assess progress and understanding approximately half way through the year. Year 2 and Year 6 complete these earlier in Autumn 2 and as Mocks prior to the SATs. As year 1 are not ready to sit written assessments in Spring 1, they complete theirs at the start of Summer 1. These papers give a standardised assessment for children in Years 2 - 6 (Year 1 in Summer term) in the areas of Reading and Maths. The papers are based on DfE published papers and data is comparable with other schools nationally giving teachers an accurate idea of how their children are attaining.

The QLA (Question Level Analysis) tool provided as part of the PiXL assessments allows teachers to identify gaps in their class' understanding and identify next steps to move children on.

To aid teacher assessment in writing, years 1 - 6 complete a No More Marking assessment which provides a ranking and scaled score compared to children of a similar age across the country. This is completed once a year as timetabled by No More Marking.

Year 5 also completes the Year 6 SATs papers at the end of year 5 providing accurate data for the year 6 teachers, identifying gaps which need to be addressed in year 6.

PASS (Pupil Attitudes to School and Self) assessments are used to identify attitudinal or emotional issues in children in Years 3-6. This assessment is carried out annually and we can track a child's progress across KS2. The data helps identify pupils who may need emotional intervention or access to an extracurricular activity.

In EYFS and Year 1, phonic checks are carried out termly to identify which children are on track to meet the standards required by the Year 1 phonic check carried out in June each year. Interventions are put in place for those children who assessment identifies may not reach the standard without extra support.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception baseline assessment framework (Start of Reception)
- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in year 1 (and some children in Year 2 who did not met the standard in year 1)
- Optional National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2)
- Multiplication tables check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

6. Collecting and using data

At St Fidelis:

Excellent teachers gather and use masses of data – spelling scores, mental maths test scores, raw scores from practice papers or assessments, certificates which have been presented. All these individual pieces of information when taken together can highlight where to go next in a child's learning.

For KS1 and KS2, this wealth of data is to inform teachers of an attainment level for reading, writing and maths which should be recorded on the assessment trackers termly (grammar is also to be recorded when assessed). An overall attainment grade for all other subjects should be recorded on the schools assessment tracker termly (having considered the subjects KPIs). Religion, Science, Computing and RSE should be updated each half term.

Teachers are expected to have their Mark Book or online records readily available in school on a daily basis so that informed conversations can take place between teachers and leaders. Mark Books and Tapestry assessments should be a routine part of the weekly joint year team meetings between teachers and senior leaders.

The ready to progress criteria is to be referred to for children who are working below age related expectations to support them in keeping up with the expectations of the year group. Teachers should have their own understanding of which RtPs these children may need support within Maths.

Appendix 2 shows which assessments need to be carried out and when. Please note that phonic assessments for EYFS and KS1 are to follow the Little Wandle programme.

7. Reporting to parents

At St Fidelis:

Each term, parents are provided with information about their child's progress. This relates to how they have settled into their new class in the autumn report. Parents' evening appointments focus on the progress made and achievement across the autumn and spring term. An end of year report which summarises their learning across the year is sent home in the summer.

Parents receive this information in advance of meeting with their child's class teacher to discuss their progress in more detail.

In addition to this books are sent home monthly so parents have an insight into how their child is progressing and as a further insight into what they are working on.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

For children who have an Education Health Care Plan, and are working below the curriculum of the rest of the class, will have a different assessment. This will be organised between the class teacher and SENCO and will be marked on the tracker in blue with a comment of which assessment was used so this is taken into account when the results are explored.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing statutory summative assessment data

9.2 Senior and Subject Leaders

Senior and Subject Leaders are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Assessment Analysis meetings take place between senior leaders and class teachers.

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Bibliography

Lemov, Doug. *Teach Like a Champion 2.0*. 2 ed., Jossey-Bass, 2015.

Appendix 1: Attainment Thresholds

Reception	Year 1 Phonics	Key Stage One	Key Stage Two	Standardised Scores
Good Level of Development	Standard Met Score ≥ 32	Exceeding 3	Exceeding 3	≥ 110
		Age Related Expectations 2	Age Related Expectations 2	100-109
Not Yet Reaching Age Related Expectations (Emerging)	Standard Not Met Score < 32	Not Yet Age Related Expectations 1	Not Yet Age Related Expectations 1	< 100

Appendix 2: Assessment Calendar 2023-2024

Year Group	Subject	Assessment Paper	Assessment Window	Marking and QLA Window
Nursery	Whole curriculum	School Readiness	June prior to starting Nursery	June prior to starting Nursery
	All 7 Areas of Learning	Development Matters Check Point	Summer 2 Week 2	Summer 2 Week 3
	Whole curriculum	School Readiness	Summer 2 Week 1	Summer 2 Week 1
Reception	Literacy Communication and Language Maths	NFER Baseline	Autumn 1 Week 2-6	Autumn 1 Week 2-6
	All 7 Areas of Learning	Early Years Foundation Stage Profile	Summer 2 Week 2	Summer 2 Week 3
	Whole curriculum	School Readiness	Summer 2 Week 1	Summer 2 Week 1
Year 1	Reading Maths Reasoning	10 marks - Test base school made test	Spring 2 Week 5	
	Reading Maths	PiXL Summer Assessment Papers	Summer 1 Week 2	QLA - Summer 2 Week 3
	Maths	10 arithmetic questions	Spring 1 week 5 Spring 2 week 5 Summer 1 week 5	Spring 1 week 5 Spring 2 week 5 Summer 1 week 5
	Phonics	Past phonic screening papers (Alien word checks)	Autumn 2 week 5 Spring 1 week 5 Spring 2 week 5 Summer 1 week 5	Autumn 2 week 5 Spring 1 week 5 Spring 2 week 5 Summer 1 week 5
	Phonics	Phonic Screening	Summer 10th - 14th June	Summer
	Writing	No More Marking		

Year 2	Reading Maths	Google Form test	Autumn 1 week 5 Spring 1 week 5	Autumn 1 week 5 Spring 1 week 5
	Reading Grammar Maths	A prior KS1 SATs paper supplied by Pixl	Autumn 2 week 3	Autumn 2 week 4
	Reading Writing Maths Grammar	KS1 Mock SATs NMM KS1 Mock SATs KS1 Mock SATs Previous years KS1 SATs (Pixl)	Spring 2 Week 2 Spring 2 Week 1 Spring 2 Week 3 Spring 2 Week 4	Spring 2 Week 2 Spring 2 Week 1 Spring 2 Week 3 Spring 2 Week 4
	Reading Grammar Maths	KS1 SATs	Summer 1 (May)	Summer 1 (May)
	Phonics	Phonic Screening	Autumn 2 week 3	Autumn 2 week 4
	Writing	No More Marking		
Year 3	Reading	Reading Plus	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5
	Reading Maths	Google Form test	Autumn 1 week 5 Autumn 2 week 5 Spring 2 week 5 Summer 1 week 5	Autumn 1 week 5 Autumn 2 week 5 Spring 2 week 5 Summer 1 week 5
	Reading Maths Grammar	February paper PiXL Assessment Paper	Spring 1 Week 5	Spring 1 Week 6
	Writing	No More Marking		
	PD	PASS	Autumn 2 week 2	Autumn 2 week 2
Year 4	Reading	Reading Plus	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5
	Reading Maths	Google Form test	Autumn 1 week 5 Autumn 2 week 5 Spring 2 week 5 Summer 1 week 5	Autumn 1 week 5 Autumn 2 week 5 Spring 2 week 5 Summer 1 week 5
	Reading	February paper	Spring 1	Spring 1

	Maths Grammar	PiXL Assessment Paper	Week 5	Week 6
	Maths - Times Tables	MTC	June	
	Writing	No More Marking		
	PD	PASS	Autumn 2 week 2	Autumn 2 week 2
Year 5	Reading	Reading Plus	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5
	Reading Maths	Google Form test	Autumn 1 week 5 Autumn 2 week 5 Spring 2 week 5 Summer 1 week 5	Autumn 1 week 5 Autumn 2 week 5 Spring 2 week 5 Summer 1 week 5
	Reading Maths Grammar	February paper PiXL Assessment Paper	Spring 1 Week 5	Spring 1 Week 6
	Reading Maths Grammar	Year 6 KS2 SATs paper	Summer 2 Week 3	Summer 2 Week 3 and 4
	Writing	No More Marking		
	PD	PASS	Autumn 2 week 2	Autumn 2 week 2
Year 6	Reading	Reading Plus	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5	Autumn 1 week 1 Spring 1 Week 5 Summer 2 Week 5
	Reading Maths	Google Form test	Autumn 1 week 5 Spring 1 week 5	Autumn 1 week 5 Spring 1 week 5
	Reading Maths Grammar	Pixl 1 Paper (November)	Autumn 2 Week 4	Autumn 2 Week 5
	Reading Writing Maths Grammar	KS2 Mock SATs NMM KS2 Mock SATs KS2 Mock SATs	Spring 2 Week 2 Spring 2 Week 2 Spring 2 Week 3 Spring 2 Week 3	
	Reading Maths Grammar	KS2 SATs	Summer 1 Usually Summer 1 week 2/3	Summer 1
	PD	PASS	Autumn 2 week 2	Autumn 2 week 2

