

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Assessment Policy

Policy Ref No	CUR008
Date of Policy	March 2025
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St Peter's Intent

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Purpose

At St Peter's, we believe that every child can achieve excellence. To effectively measure children's achievement (attainment and progress), it is important that accurate and consistent methods of assessment are in place. This policy outlines the processes and procedures that are followed at St Peter's Catholic Primary School.

There are three main types of assessment used at St. Peter's:

Formative Assessment

This is used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a unit/topic, term or academic year).

National Standardised Summative Assessment

This is set by the Government. Children are assessed at the beginning and end of EYFS, and at the end of KS2 to provide information on how pupils are performing in comparison to pupils nationally.

Procedures:

Formative Assessment

This type of assessment is embedded across all lessons – in all subjects across the curriculum. Teachers assess pupils' understanding and identify areas for development/further challenge. This daily assessment outlines the learning needs of each child in their class to plan the next steps in their learning.

Strategies used will vary according to the subject and the focus of learning – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions
- Planning misconceptions in advance and addressing them with the children early into their learning journey
- Observing children at work and intervening where appropriate (this could include through 'sweeps' or 'mini-surgeries')
- Knowledge and Skills Planners support teachers in identifying pupils' base knowledge and understand of a unit before we begin
- Visible Learning adopted strategies across the whole school (Brain Dump, Give Me 5, Cops and Robbers and Rapid Recall) enable teachers and pupils to practise retrieval and supports both long and short term memory recall
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding
- Mini-plenaries to determine understanding at regular intervals
- Assessing each child's learning in their books
- Self/Peer assessment
- 1:1 or group discussions with pupils
- Marking and feedback (see Marking and Feedback Policy)

Procedures:

Summative Assessment

End of Term Summative Tests (Years 1 to 6) are held for maths termly to support teacher judgements. Results of all assessments are analysed and used to inform future planning.

For reading and writing, teachers will set a task as well as use ongoing formative assessments to decide on each child's termly assessment judgement.

	Reading		Writing		Mathematics	
Year Groups 1-6	Autumn	Comprehension	Autumn	Independent piece of writing	Autumn	Testbase test
	Spring	Comprehension	Spring	Independent piece of writing	Spring	Testbase test
	Summer	Comprehension	Summer	Independent piece of writing	Summer	Testbase test

Religious Education

Assessment in R.E. is linked to the new Religious Education Directory (RED) and is in line with diocesan requirements to be fully implemented by September 2026. We assess the children formatively, in line with other core subjects.

Assessment of Foundation Subjects

At the end of each unit of work, children from Year 1 to 6 are assessed on their knowledge and understanding of their learning. Teachers use this information to inform the next steps for each child in their classroom. Teachers enter termly assessments for each subject and children are tracked to ensure they make the required progress. Leaders analyse their subject data to identify strengths and areas for development to drive school improvement.

EYFS

When children join St Peter's in EYFS, we establish a baseline assessment for each child. The assessment is carried out during the first half of the Autumn Term.

Pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals across all prime and specific areas of learning. From these assessments, the particular learning needs of individuals and groups of children are identified and lessons are planned in order to address the next steps for learning to enable all children to make progress from their starting points. At the end of the academic year, we publish the percentage of EYFS children who achieved a Good Level of Development (GLD).

KS1 and KS2

The Programme of Study statements are used by teachers to track their children's progress across the school year. Writing assessment will consist of teachers evaluating a set independent piece of writing in conjunction with writing each child produces over time (including cross-curricular writing). The Programme of Study statements for writing are used by teachers to make their judgements and these are also available at the front of the children's English books to track their progress.

In addition, there are **National Curriculum summative assessments** which measure children's attainment against national standards:

- Year 1 Phonic screening assessments (Year 2 Phonic re-sits - where applicable)
- Year 4 Multiplication tests
- End of KS2 assessments

These are reported to the government and assessment guidelines are followed from the Standards and Testing Agency.

Tracking Children

On entry to St Peter's, baseline assessment indicates each child's 'starting point' and this is a basis to track progress. End of Key Stage assessments in EYFS and teacher assessment in Key Stage One enable us to set targets and track progress for each individual. We use Juniper's Sonar Tracker to record and monitor assessments and progress.

Feedback

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve in their learning. *For information about feedback please see the **Marking and Feedback Policy**.*

Moderation

Moderation is an important process to ensure there is an accurate and consistent approach to assessment across the school. At St Peter's, we moderate books regularly within year groups, phases and cross-phase. The school also takes part in external moderation with a range of schools (within the Christus Catholic Trust) to ensure consistency and accuracy of judgements.

Management and evaluation of assessment

End of term data is formally recorded by teachers termly on Target Tracker. Pupil Progress Meetings are held by the Assessment Leader and Inclusion Leader each term to review the progress of the whole class, vulnerable groups and any individuals who are 'at risk'. Children who are not on track (attainment and/or progress) are highlighted, discussed and a review of measures that have been put in place are given. The teacher along with the Assessment Leader and Inclusion Leader agree the next steps for individuals and key groups.

The Assessment Leader analyses data and monitors the progress of each class and year group against targets set as well as the achievement of vulnerable groups/individuals. This information is shared and discussed with members of the Leadership Team and Board of Governors. At staff meetings and briefings, staff are updated on headlines linked to children's progress.

Reporting to Parents

Information on how each child is achieving against the curriculum is discussed with their parents at the Autumn and Spring Term Parent Consultation Evenings and communicated through end of year reports in the Summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEND Support Plan reviews, PEP reviews and Annual Reviews for children with SEND or EHCPs.

Roles and Responsibilities

Assessment Leader

- Update the policy in the light of DFE advice and requirements
- Lead the development of the assessment policy
- Organise staff training, ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up-to-date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Development Plan
- Liaise with subject leaders and teachers regarding assessment improvement
- Organise access arrangements for National Assessments and ensure phase leaders and teachers involved are informed
- Assist Headteacher with setting challenging whole school targets

Subject Leaders

- Lead whole staff moderation meetings in their subjects

- Monitor consistency of standards across the school, through book looks
- Be the contact person for their subject for the Governors
- Analyse and track data in their subject across the school
- Advise staff of outcomes of assessment and monitor areas for development

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Give children guidance and feedback on their work so they know how to make progress
- Moderate children's work regularly within and across year groups
- Enter end of topic and end of term assessments in each subject
- Provide evidence of progress in each subject across the curriculum
- Report to parents
- In the case of Year 6, administer SATs

Senior Leadership Team /Phase Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Analyse and discuss data outcomes
- Monitor progress of pupils in their phase
- Suggest assessment improvement for individuals or groups of children

Inclusion leader

- Monitors progress of pupil premium (PP), SEND and academically more able (AMA) pupils
- Co-ordinates the identification and assessment of children with SEND
- Monitors effectiveness of interventions
- Liaises with local school inclusion leaders and stays up to date with available intervention schemes

Monitoring and Evaluation of the Policy

The policy will be regularly monitored and any necessary changes will be reported to the LGC.