

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Assessment Policy

Mission Statement:

Rooted in Faith ~ Growing in Love ~ Learning for Life

Rationale:

Children's progress is closely monitored at St. Francis of Assisi in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that all children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

Aims:

- To gather systematically, record and review evidence of pupil attainment and progress in relation to the National Curriculum and the statutory attainment targets as well as the RE directory.
- To assess, record and report on the wide range of a child's achievements.
- To use the outcomes from assessment, recording and review of progress to monitor and evaluate curriculum planning that accurately reflects the needs of each child.
- To link reports to parents of children's achievements and progress to the assessments and recording process.
- To track individuals and cohorts throughout and between schools to monitor their achievements and set targets to raise the level of progress.
- To analyse school results and tracking systems, both within school and nationally in order to raise the level of achievement.
- To provide information for the school's strategic planning to ensure that assessment, recording and analysis is an integral part of the school's performance management system.

Objectives:

Our objectives are that:

- **every child** knows how they are doing and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- **every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- **our school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- **every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Assessment at St. Francis of Assisi

Staff at St. Francis of Assisi have worked together to develop an assessment system that considers the criteria of the National Curriculum, whilst providing a greater focus on meeting age related expectations and beyond. Assessment considers children's strengths as well as areas where they need support.

EYFS

In Reception, staff assess children using summative judgements each term on Sonar. These judgements are based on information gathered from observations recorded on Tapestry, phonics and mathematics assessments, and professional discussions between staff. Children are assessed against EYFS milestone statements, which are informed by Development Matters. Children are judged as Below, Just At, or Securely At age-related expectations. Assessment information is analysed to monitor attainment and progress, identify children who may require additional support or challenge, and inform future planning for both individuals and groups of children. These assessments are used to determine whether children are on track to achieve a Good Level of Development (GLD) by the end of Reception.

In addition, the Reception team completes a baseline assessment on Sonar using observations and assessments gathered within the first four weeks of children starting Reception. During the first week of school, children's phonic knowledge is assessed, and this assessment is repeated each half term. Communication and language skills are assessed using the NELI programme; for children receiving NELI intervention, this assessment is repeated at the end of the year to measure progress. Parents are kept informed of their child's next steps through phonics and mathematics assessments.

Year 1/2 phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are included within the Year 1 end of year report. This also applies to the pupils in Year 2 who did not pass in Year 1 and who take the phonics check again.

Year 4 multiplication tables check

All children in Year 4 will participate in a multiplication tables check. This assessment will be administered by the Year 4 teachers. Results are included within the Year 4 end of year report.

SATS

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve 'age related' at the end of Year 6. Pupils may also be 'working at greater depth' within the age-related, which means a deeper level of understanding.

Feedback, marking and assessment

We aim to provide feedback to children through a number of ways e.g. verbally, comments in books, peer assessment. Children are given time to read and review their work following feedback. They are also encouraged to use a pink pen to edit their work and to respond to teachers' comments. See separate Feedback Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher and is called Assessment for Learning.

Assessment in Years 1 to 6 is recorded on Sonar and through a bespoke assessment recording system to record the results of progress tests. **SEE APPENDIX 1**

Parent Consultation Evenings

During the Autumn and Spring Terms, parents and carers can meet with their child's teacher at Parent Consultation Evenings to discuss progress, attainment and next steps in learning. These meetings help to foster a positive and productive partnership between home and school. Following both consultation evenings, and through the end-of-year report in the Summer Term, pupils and parents receive clear information about achievement and identified next steps in English and Mathematics to support continued progress.

Pupil Learning Review meetings (PLR)

These offer an opportunity for class teachers to meet with senior leaders to discuss progress of individual children and identify where additional support is necessary. Meetings are held at the beginning of each term.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents/Carers are encouraged to provide feedback to the school.

Inclusion

St. Francis of Assisi is an inclusive school, and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality, adaptive teaching is available to all children. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the SENDCO, Assessment Leader, parents and external agencies (where appropriate) to plan tailored support. We use Individual Support Plans, where appropriate, which are reviewed with the child and parents termly. All children are encouraged to achieve their best and become confident individuals. See separate SEND Policy for more information.

Roles and Responsibilities

Each subject leader is responsible for monitoring and assessment in their own subject with the SLT reviewing all assessment at Pupil Learning Reviews each term to feed into the pupil provision maps and school action plans.

Moderation, Quality Assurance and Progress Stamping

To ensure the accuracy and consistency of assessment in Reading, Writing and Maths across the school, moderation and a process of quality assurance takes place each term, just before teachers are required to enter their assessment judgements in Sonar. Time is given in staff meetings for moderation to take place. Following moderation, a process of quality assurance is carried out.

Appendix 1

Saint Francis of Assisi Catholic Primary School

School Assessment & Reporting Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Gov Baseline Assessment Sonar data entry- schools baseline assessment NELI Assessment Phonics Assessment	Sonar data entry Phonic assessment Maths assessment RE Assessment PLR	Phonics Assessment RE Assessment	Sonar data entry Phonic Assessment Maths Assessment RE Assessment	Phonic Assessment RE Assessment	EYFSP - reported to LA Maths Assessment NELI Assessment Sonar data entry Phonics Assessment RE Assessment
Year 1	Review FSP Phonics Assessment	Assessment Week - teacher assessment Phonics Assessment	Phonic Assessment	Assessment Week - teacher assessment Phonics Assessment	Phonic Assessment	Phonics Screening Check (June)

		Sonar data entry RE Assessment Writing Moderation PLR		Sonar data entry RE Assessment Reading Moderation PLR		Assessment Week – teacher assessment Phonic Assessment Sonar data entry RE Assessment Maths Moderation
Year 2	Phonic assessment	Assessment Week - teacher assessment Phonic assessment Sonar data entry RE Assessment Writing Moderation PLR	Phonic Assessment	Assessment Week - teacher assessment Phonic Assessment Sonar data entry RE Assessment Reading Moderation PLR	Phonic Assessment	Phonics Screening Check (for those who didn't meet expected standard in Y1) Sonar data entry RE Assessment Maths Moderation Optional SATS
Years 3		Assessment Week Sonar data entry RE Assessment Writing Moderation PLR		Assessment Week Sonar data entry RE Assessment Reading Moderation PLR		Assessment Week Sonar data entry RE Assessment Maths Moderation
Year 4		Assessment Week Sonar data entry RE Assessment Writing Moderation PLR		Assessment Week Sonar data entry RE Assessment Reading Moderation PLR		Multiplication Tables check Assessment Week Sonar data entry RE Assessment Maths Moderation
Year 5		Assessment Week Sonar data entry RE Assessment Writing Moderation PLR		Assessment Week Sonar data entry RE Assessment Reading Moderation PLR		Assessment Week Sonar data entry RE Assessment Maths Moderation
Year 6		Assessment Week Sonar data entry RE Assessment Writing Moderation PLR		Assessment Week Sonar data entry RE Assessment Reading Moderation PLR	KS2 SATs Writing Moderation	Sonar data entry RE Assessment
Parents		Parents Consultations Targets given		Parents Consultations Targets reviewed and given		End of Year Reports KS1/KS2/Phonics/Foundation/ Multiplication Tables Check Reports

Date: September 2026
Next Review: June 2028