



St Agatha's Catholic Primary School

Policy	Assessment Policy
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Statutory Policy	No

At St Agatha's Catholic Primary School, we support all pupils to develop as life-long learners. Pupils are encouraged to be responsible for their own learning, be able to recognise their achievements and their next steps, and understand that effort is required to fulfil their potential.

Rationale

Assessment is a process which is integral to the teaching and learning of the curriculum. It is used to continuously monitor pupils' progress, attainment and wider outcomes. High quality teaching is supported and informed by high quality formative (ongoing) and summative assessment. Assessment informs teachers to plan effectively and to provide productive and informative conversations with all adults involved in the pupils' education. It is to support the pupils to take responsibility for their achievements and to encourage them to reflect on their own progress, understand their strengths and identify what they need to do to improve. Both formative and summative assessment provides the headteacher, leadership team and the governors with information that allows them to make judgements about the effectiveness of the school.

The key characteristics that promote assessment for learning at St Agatha's are:

- sharing learning intentions with the pupils;
- pupils knowing and recognising the standards for which they are aiming;
- involving pupils in self-assessment and peer assessment when appropriate;
- providing feedback which leads to pupils recognising their next steps;
- underpinned by confidence that every pupil can improve.

Assessment involves:

- Marking learning based on the learning intention of a lesson;
- Setting clear steps to success;
- Observing and conferencing with pupils;
- Regularly reviewing to assess how much pupils know and remember;
- Using open questions which invite pupils to explore their ideas and reasoning
- Setting tasks which requires pupils to use certain skills or apply ideas.

Early Years Foundation Stage:

Ongoing assessment in the Early Years Foundation Stage is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

From September 2025, observation of children's learning will be recorded using the online Tapestry programme, and shared with parents via the app or online portal.

If a child is multilingual or new to English, practitioners explore the child's skill in the home language with parents to establish if there is a cause for concern about language delay.

Staff use SIMs Assessment to track the progress of pupils in the EYFS, across the prime and core areas of the curriculum.

Nursery: A baseline assessment is completed within the first term for the prime areas of Personal, Social and Emotional Development, Communication and Language, Physical Development. Further

assessments of progress across the prime and core areas are recorded at three points in the year (December, March, June).

Reception: Within the first 6 weeks that a child starts reception, staff administer the Reception Baseline Assessment (RBA). Assessments of progress across the prime and core areas are recorded at three points in the year (December, March, June).

At the end of the EYFS Reception year, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Years 1-6:

Staff use both standardised tests and ongoing teacher assessment termly to assess progress and attainment. Attainment and progress by class is then tracked using tracking grids and attainment by year group using a whole school termly running summary. The pupils are assessed using the following measures:

1. Pre-Key Stage (PKS)
2. Working Towards the Expected Standard (WTS)
3. Working at the Expected Standard (EXS)
4. Working at the Greater Depth Standard (GDS)

Year 1:

End of term assessments, based on teacher assessment, are conducted in reading, writing and maths and at the end of the year, in the foundation subjects.

The Statutory Phonics Screening Check is completed by pupils in Year 1 in the Summer term. The score achieved by the pupils is reported to parents and the Local Authority. Pupils who do not achieve the benchmark retake the screening in Year 2.

Year 2:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing and maths (reasoning and arithmetic).

Any pupil who is working on the Little Wandle Letters and Sounds systematic synthetic phonics programme up to phase 5 is tracked half-termly.

Pupils who did not pass the phonic screening check in Year 1 will be tested in the Summer term of Year 2.

Year 3:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths (reasoning and arithmetic).

Year 4:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths (reasoning and arithmetic). The Multiplication Times Table Check is taken by pupils in Year 4 in the Summer term.

Year 5:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths (reasoning and arithmetic).

Year 6:

End of term assessments, based on standardised tests and teacher assessment, are conducted in reading, writing, GPS (Grammar, Punctuation and Spelling) and maths (reasoning and arithmetic).

Pupils in Year 6 are formally assessed with Key Stage 2 tests in the Summer term. The raw score, the marks from the tests, will then be converted into the scaled or standardised score developed by the Department for Education. Pupils will be placed on a scale of achievement where 100 represents age expected attainment. For more information, and to see sample materials, please go to the DfE website. Teachers moderate to agree teacher assessments for writing and science in the Summer term in addition to the Key Stage 2 Tests. Parents are informed of the results in a written format when the DfE release them to the school.

In All Year Groups:

Teacher assessment for writing is carried out using internal teacher assessment frameworks for Years Reception, 1, 3, 4 and 5 and teacher assessment frameworks for Years 2 and 6 to maintain consistency and accountability across and within year groups. Regular moderation across year groups, key stages and local schools allows the school to be confident in its judgements.

Teachers cover all curriculum requirements for the specific year groups and these are matched against statements for their assessment of ability.

SLT and subject leaders in maths, English and science also use this data to be sure of progress and attainment in individual subject areas and to track cohorts.

Target Setting

All year groups from Years 1 to 6 set targets each year in reading, writing, maths and RE for all pupils. Years 3 – 6 also target set for GPS too. Teachers review progress towards these targets at the end of each term and share this information with the SLT.

Reporting to Parents

There are a range of strategies that keep parents fully informed of their child's progress in school. We have an open-door policy for parents to contact their child's class teacher if they have any concerns about any aspect of their child's progress and attainment.

In the Autumn and Spring term, the parents are offered the opportunity for a parent consultation with their child's teacher. The SENDCo is available at parent consultation meetings where a child is on the SEND register. At the first meeting, the transition between year groups is discussed and also the targets that have been identified for their child. At the second meeting of the year the child's progress, as measured against the targets, is shared.

During the Summer term, parents are provided with a written report of their child's progress and standards of achievement during the year. In this report, teachers identify learning targets for the next academic year.

The Early Years Foundation Stage (EYFS) report focuses on the prime and specific areas of learning taking into consideration the characteristics of effective learning. At the end of Reception, parents are informed of their child's achievement in 17 aspects of learning using the following abbreviations:

1 = Working towards the Early Learning Goal (emerging)

2.1 = Just met the Early Learning Goal (expected)

2.2 = Confidently meeting the Early Learning Goal (expected)

Linked Policies:

- Subject Policies
- EYFS Policy
- SEND Policy
- Marking/Feedback Policy