



St Augustine's Catholic Voluntary Academy

Assessment Policy

Let all that you do be done in love (1 COR 6:18)

Date Adopted: Pentecost 2023
Date of Review: Pentecost 2025



RATIONALE

This policy has been drawn up in the context of the new national curriculum in England, September 2014, the government's consultation document Primary assessment and accountability under the new national curriculum, its final report Reforming assessment and accountability for primary schools, and the report of the NAHT Commission on Assessment. It is a policy in development - we will continue to update it based on evolving government requirements for assessment and sector-driven best practice. The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at St. Augustine's Catholic Voluntary Academy.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment.

Fundamental Principles of Assessment

All assessment should:

- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards.
- Involve both teacher and pupils reviewing and reflecting upon assessment information.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- Enable parents to be involved in their child's progress.

Statutory Assessment Arrangements

End of EYFS Assessment

The Early Years Foundation Stage Profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded as 'On track' or 'Not on track'. The Academy will assess against the statutory framework alongside other guidance documents and record assessments on Arbor and through use of Seesaw.

EYFS Profile

In the final term of EYFS (Upper Early Years) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observations, working with pupils and targeting learning through play (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on our Arbor program.

Practitioners must indicate whether pupils are:

- ☐ Meeting expected levels of development
- ☐ Not yet reaching expected levels (Not on track)

The EYFS teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the EYFS year we give parents a written report which:

- ☐ States the child's attainment against the ELGs
- ☐ Summarises attainment in all areas of learning
- ☐ Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYFS setting:

- ☐ Levels of learning and development in each of the areas of learning for individual pupils and the class
- ☐ The attainment of children born in different months of the year
- ☐ The attainment of different groups of children e.g. SEND and Pupil Premium

Year 1 Phonics Screening Check

The phonics screening check is a statutory assessment for all Year 1 pupils in maintained schools, academies and free schools to confirm whether children have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1-1 test conditions with a teacher or teaching assistant. The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonic skills to decode words and not recognising words by sight. The pass rate is published each year and the score is given out of 40. Children who fail the test in Year 1 are required to retake it in Year 2.

Year 4

The multiplication tables check (MTC) is an online test for pupils in Year 4. Pupils are asked to answer 25 questions on times tables from two to 12. They are given six seconds per question, with three seconds rest between each question, so the test should last less than five minutes. There is an emphasis on the 6, 7, 8, 9 and 12 multiplication tables because these have been determined to be the most difficult multiplication tables. At the end of the assessment window, a total score out of

25 will be reported to each school for all of their pupils who took the check. There will be no expected standard threshold for the MTC.

End of KS2 Assessment

The national curriculum tests are designed to assess children's knowledge and understanding of specific elements of the key stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. Schools administer tests in English reading, English grammar, punctuation and spelling and Mathematics. An overall teacher assessment Level in Writing is also submitted. Sample tests in Science are used to provide national monitoring of standards. They take place every two years and involve a small number of pupils, with no individual pupil or school Science attainment data being reported.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. This may differ for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. Pupils who may have communication difficulties can be assessed using the Welcomm Assessment Programme. This assesses all aspects of speech and language and any child who is highlighted is discussed with our school's SENCO and referred to Speech and Language Service if required. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their SEND Profiles (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of SEND Profiles. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings, teachers meet with the SENCO to carry out a clear analysis of pupils' needs using the SEND Profile. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Roles & Responsibilities

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an on-going dialogue about their learning progress. The outcomes of summative assessments are reported to the Headteacher. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Co-ordinator/Headteacher is responsible for ensuring:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils towards their end of year targets at pupil progress meetings.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, Assessment Coordinator/Headteacher, and Governors where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Headteacher is responsible for:

- Close liaison with Class Teachers/Support Staff/Assessment Coordinator
- Monitors progress against SEND Profile intervention programmes.
- Maintains SEND, EAL and Pupil Premium registers.
- Specific assessment tasks - diagnostic assessments.
- Liaising with external agencies.
- Formal assessment for an Educational Health Care Plan.
- Holding teachers to account for the progress individual pupils towards their end of year targets at pupil progress meetings.

Summative Assessment

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage Two. Pupils in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Early years foundation stage (EYFS) statutory framework supported by the guidance of Development Matters in the Early Years Foundation Stage At the end of the Foundation Stage a summative assessment is made in each of the strands.	To provide a summative end of key stage attainment result. It is a national measure against which to compare children's performance.
National Non-Statutory Tests: Commercially Produced Tests (e.g. NFER, NTS): Externally produced tests, purchased by schools, to be voluntarily administered.	To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.
Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment strands in Early years foundation stage (EYFS) statutory framework supported by the guidance material for the Development Matters in the Early Years Foundation Stage Pupils complete the NFER baseline and Welcomm assessments within the first 6 weeks of joining and will be used to re-assess against once in Year 6. RE baseline is completed is also completed in the first 6 weeks.	To establish pupils' abilities at the beginning of EYFS, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Mid-Year Teacher Assessments: Teacher assessments using descriptors for levels of attainment in RE, Reading, Writing and Mathematics are made in the Advent and Pentecost terms.	Schools use these to support the judgements at the End of Key Stage and to monitor progress during the year.
End of Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y1,2,3,4,5 and 6. Level descriptions from the National Curriculum are used to inform teacher assessments. NFER Optionals	To provide information to parents and to the next year's teaching team.
Class Tests: Created by an individual teacher (or year group) and used in day to day lessons (e.g. mental maths, times tables, spelling tests). White Rose end of	To improve pupils' skills and establish what they have remembered or learnt so far.

Unit assessments	
End of Key Stage Teacher Assessment: In Year 6 teachers decide a level for each pupil's attainment in the core subjects (RE, English, Maths and Science), using the criteria of the level descriptions to make their professional judgements.	To provide information to parents and next phases of education.

Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons - in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught - these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on inaccuracies (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term and medium-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning intentions with pupils: Pupils know and understand the learning intention for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning intentions.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning intention (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information - the pupil's perspective.

Feedback: Must reflect the learning intentions of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
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This creates a cycle, which is used to improve teaching and learning across the school. As a minimum, all staff will:

Before / After lessons:

- Mark work from previous lessons (See effective whole class feedback and marking policy). Marking should maximise what will impact on progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow children to access learning.
- Reflect on previous lessons - was the pitch appropriate? Who struggled? Why? How can I adapt / scaffold the learning to support them? Who found it easy? What is their next step? How can revise previous learning and build on their knowledge and skills?
- Use information gained to adapt planning as appropriate for groups / individuals / whole class.

During lessons:

- Question children - fully explore children's understanding (this is not a test to see if they have listened or if they understand) We will use the information we get from children's responses to adapt lessons: move on quickly if they are secure; scaffold further if needed: re-group children if some need extra support.
- Provide immediate feedback - we do not simply reward 'getting it right': provide feedback on the response (correct or incorrect) and what the next steps are - further challenge or scaffold understanding. We reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort and a positive mindset.
- Talk - give children opportunities to formulate answers and share strategies / ideas with partners where appropriate. We will listen to these conversations as they can provide invaluable insights into children's (mis) understanding. We will continue these conversations throughout the lesson - regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.
- Live Mark- marking work during the lesson will provide immediate information to us and immediate feedback for the children to correct misconceptions or to move learners on.
- Response to marking - children should be given opportunities to respond to marking during lessons or at another point shortly after- start of day, immediately after lunch etc.
- Peer / self -assessment - modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; whiteboards, think pair share post it notes etc.

Half termly / termly:

- NFER assessments are used for all year groups 1-6 in Advent and Pentecost terms.
- Moderation takes place within the CMAT. This focuses on discussing the evidence used to say children are secure in a particular skill and whether this is consistent across year groups and the whole school.
- Summative assessments are completed on Arbor at the end the Advent and Pentecost term. This will be updated based on a combination of teacher assessment and standardised scores from tests.

Annually:

- Staff will use teacher assessments to baseline children on entry to the school.

- KS2 SATs - The school will implement the guidance on end of Key Stage SATs as set out by the DfE as information is produced by the DfE and made available to the school.
- Year 1 Phonics Screen - The school will carry out the phonics screen in accordance with the arrangements set out in the guidance produced by the DfE and will also carry out a re-assessment of year 2 pupils who failed the year 1 phonic screen last year.
- School will take part in writing moderation exercises with other schools in the CMAT and will compare children's work at different points in the school year.
- Year 4 Multiplication Tables Check - The school will carry out the MTC in accordance with the arrangements set out in the guidance produced by the DfE.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through staff meetings/communication. Staff meetings are set aside for assessment updates and to moderate work and termly tests. The SLT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. The Assessment Co-ordinator attends all relevant courses to stay up-to-date with current practice and shares good current practice.

ECTs

All ECTs take part in induction days before taking up their placement. During this day the assessment coordinator will go through the school Assessment and Reporting Policy and how to use our Arbor assessment system. ECTs attend assessment courses as a part of their induction programme - as well as all relevant courses. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within our CMAT cluster.

How Assessment is shared with Parents

Parents/carers are their children's first and enduring educators and know and understand their children better than anyone else. It is important to see parents as co educators and encourage a two-way flow of information between home and school in which parent's/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interest and extend their experiences. Equally this sharing of information will provide support to the parents/carers, helping them to build on this learning at home. In EYFS the following aspects of communicating with parents/carers may be considered:

- Provide curricular targets to parents/carers
- Parent/carer workshop and meetings
- Interviews between teacher and parent/carer
- Foundation Assessment -EYFS Profile
- SEND reviews
- End of year reports
- Book look events as part of Parent Consultation

In school tracking system:

Each year the children start the curriculum for their current year group, with the exception of those with SEND who may be working on targets from previous year groups. As the curriculum is specific to their year group children start at WT in the current school assessment system: Each term pupils are assessed against the targets they have covered. B (Below Age Related Expectations) / WT (Developing) EXP (At Age Related Expectations) / GD (Working at a greater depth).

Termly expectations to be on track for ARE (Age related expectations):				
Term	Below the National Standard	Working within age typical	Working at or beyond age typical	
	Any below cohort Exp This column is for SEN children who are being assessed using Pivats or a lower year group.	WT Developing	EXP Expected	GD Greater Depth
Advent 2 Term	Below	Working towards standards - Just below	On Track	Above
Lent 2 Term	Below	Working towards standards - Just below	On Track	Above
Pentecost 2 Term	Below	Working towards standards - Just below	On Track	Above

Monitoring, Moderation and Evaluation

Senior Leaders and the Headteacher will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually either internally within clusters or by the LEA; Writing, Maths and Reading assessment will be moderated internally or in clusters. Year 6 Writing will be moderated every four years by the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

This policy should be read in line with the guidance in the following policies:

Teaching and Learning Policy

Marking and Feedback Policy

SEND Policy

EAL Policy

Equality Policy

Pupil Premium Policy