



ST PHILIP'S
CATHOLIC PRIMARY
SCHOOL

Assessment Policy

Version	1
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Ratified by	Compliance
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Date issued	1 ST September 2025
Policy review date	August 2027
Post holder responsible	Mrs Carmel Hinton
Director / LGB Chairperson	Mr Stephen Godber



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Signed by the Chair of the Local Governing Body for St Philip's Catholic Primary School

Mr Stephen Godber

Signed by the Principal for St Philip's Catholic Primary School:

Mrs Carmel Hinton



School Mission Statement

'Learning and Working Together Through Christ'

Rationale

Assessment lies at the heart of the learning process. In order to promote children's learning it is essential to have a consistent and coherent whole school structure for assessment, recording of assessment information and reporting to parents and other stakeholders.

Purpose

To raise children's achievement by:

- Using assessment to inform future planning, teaching and learning
- Promoting good and consistent assessment practice throughout the school
- Celebrating success
- Providing information for children, parents, teachers and other stakeholders
- Supporting equality of opportunity for all pupils.

Introduction

Our working definitions are:

The term assessment refers to any activity undertaken by teachers and children which provides data or evidence that can be used to improve the quality of teaching and learning.

Assessment takes two distinct forms:

Assessment of learning (summative assessment) describes activities which provide a snapshot of what has been learnt in terms of skills and knowledge. It provides a summary of achievement and attainment.

Assessment for learning (formative assessment), is the process of interpreting evidence of any kind to inform the next steps in teaching and learning. In essence, it is making use of assessment evidence/data to direct and enhance learning

Aims

We aim to:

- Measure children's level of attainment on entry to the Early Years Foundation Stage using the DfE Baseline Assessment as a starting point
 - Measure children's level of attainment on entry in RE to the Early Years Foundation Stage in using the diocesan Baseline Assessment as a starting point
- Use assessment evidence to adapt planning and teaching and learning to set targets for individual children in English and Maths throughout the school
- Analyse assessment evidence to identify children who have not reached Age Related Expectations (ARE) or those making slower than expected progress. These children along with those who have SEND and those entitled to Pupil Premium grant funding are discussed during termly Pupil Progress Review meetings with the Principal, SENDCo and class teachers
- Embed assessment for learning procedures to ensure that they become an essential part of teaching and learning such as diagnostic questioning, retrieval practise and end of unit quizzes
- Promote greater involvement in the learning process on the part of children through constructive marking and feedback (refer to each School's Marking and Feedback Policy) and in showing children the next steps in their learning
- Develop a culture in which it is understood that every child can improve
- Ensure that children are adequately prepared in order to undertake statutory assessments i.e. Phonics Screening Check, Multiplication Tables Check and end of Key Stage 2 assessments
- Providing booster sessions to support children's progress
- Setting homework that consolidates learning (including RE) and providing home reader books
- Tracking children's scores in spelling and times table to measure small step progress
- All children who have completed the RWI phonics programme complete the Salford Reading Test to assess appropriate books that are decodable for children
- Reading is tracked using the CLPE tracker which assesses against end of key stage content domains and takes into account children's progress in comprehension and word decoding

Roles and Responsibilities of Staff

Principal and Vice/Principal:

- Use analysis to set annual performance management targets
- Use Ofsted's Information Data Summary Report (IDSR), Analyse School Performance (ASP) and Insight data to set targets for all classes in discussion with class teachers
- Ongoing analysis of statements within Insight program to monitor progress and attainment
- Share findings from Question Level Analysis (QLA) with SLT and Academy Committee representatives
- Analyse whole school progress and identify dips and trends, using the findings to set up interventions where appropriate.
- Support classroom teachers in collating information and assessment results throughout the year
- Support the Principal and Vice/Assistant Principal in producing the required analysis and targets for Children

Class Teachers (Key Stage 1 and 2):

- Report on a termly basis the current level of attainment in reading, writing and maths using the school's tracking system (Insight tracking)
- QLA is analysed and planning is adapted in line with addressing gaps identified
- Ensure that ongoing formative assessment takes place across all foundation subjects as well as end of unit summative assessments
- Ensure that assessment is carried out through quality marking and feedback as outlined in the school's policy
- Ensure that assessment is carried out to help with target setting and ensure that children are aware of the next steps in their learning

Class Teacher (EYFS):

- Administer baseline assessment upon entry
- Ongoing target setting
- Ongoing observations
- Continuously recording observations and progress using the EYFSP
- Termly recording of progressing towards GLD on Insight tracking system

Monitoring

- Monitoring of assessment procedures should be carried out by the Principal, Vice/Assistant Principal and Subject Coordinators
- Where results for a whole class are out-of-line with predictions, teaching and learning may need to be reviewed
- Where individual children's performance is at variance with predictions, class teachers will need to consider appropriate support.

Tracking Pupil Progress and Attainment

- Children's progress and attainment across Key Stages 1 and 2 are measured against the programmes of study for their year group.
- A child will be assessed against the programme of study for their year group and their progress will then be tracked against their flight path – for example, a child assessed as working at ARE will be expected to maintain this attainment throughout the academic year.
- Children will be expected to maintain their flight path, but teachers will plan effectively to support children to improve upon their level of attainment.
- The children's flight path will be measured by using the previous terms teacher assessment, but with a sharp focus on the child's performance at the statutory assessments at the end of each Key Stage.
- Children working well-below their year group can be assessed using pre key stage descriptors
- Rather than moving onto the next year group above which means exceeding the age related curriculum, the DfE has stated that before moving on to new learning, children should be able to apply their learning in new and exciting contexts, deepening their learning. This greater depth of learning highlights how a child can apply the curriculum learnt in more complex and more in-depth, cross curricular and multi-modal methods. These pupils will be highlighted on the tracking system as 'Greater Depth.'
- Termly data will be collated together from across every Primary MAC School using the attainment and progress reports in Insight and then shared with the Board of Directors and Local Governing Bodies.

Reporting

- Parents' Evenings are offered to parents on three occasions across the year during the Autumn, Spring and summer terms. These sessions are an opportunity for parents to discuss their child's progress with the relevant class teachers.
- Annual reports to parents are distributed to parents in the Summer term which include all relevant information relating to children's attainment and progress and any Statutory Test Results will be included with these reports.
- If a child leaves school during the academic year, information will be sent to the new school along and if required a meeting/discussion with other professionals will be arranged
- A transition programme takes place during the Summer term each year where colleagues and other professionals liaise with one another regarding children moving from one class to another or a different school.

Analysis of Results/Progress

- As a school we use Insight tracking system. Teachers have access to their own class data and information can be collated and printed to support with Parents' Evening sessions, Pupil Progress Review meetings and Performance Management reviews.
- We use ASP, IDSR and Insight to analyse our results and set targets which are included within the School's Development Plan and Self-evaluation Form (SEF).

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of the EYFS, English, RE and Maths in the following ways:

- With colleagues in school during phase and staff meetings
- With colleagues from the Emmaus Multi-Academy Company
- By attending statutory moderation sessions with the Local Authority
- Within local clusters of schools i.e. Township Cluster, Catholic Cluster Group etc.

Policy Review

The policy will be reviews on a biannual basis or whenever government legislation dictates.