

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL



ASSESSMENT

September 2025

At St Anthony's Catholic Primary School, we are committed to the development of the whole child. We value the uniqueness of each individual and we strive to offer opportunities for all children to realise their full potential. We aim to create an environment in which children are enthused by learning and feel confident enough to work independently. As a school, we ensure that children feel valued as part of a collaborative learning community, where excellence and enjoyment is at the heart. Every child will be provided with the chance to shine and be successful, building self-esteem and a positive sense of well-being.

Assessment is only effective if there is a regular review which is communicated and acted upon. Children are given regular feedback on their learning, which is given at the earliest possible opportunity, and as often as is possible within the lesson, so that they understand what they are doing well and what is needed to improve.

Rationale

Effective assessment improves both teaching and learning. To do this, in our school we undertake two different, but complementary, types of assessment: Formative Assessment and Summative Assessment.

Formative Assessment (Assessment for Learning) is the day to day assessment of the child's achievements/progress within the classroom. It is about identifying the needs of the children and implementing the necessary strategies to enable them to achieve their personal goals. The regular understanding of a child's academic achievements allows teachers the chance to move forward a child's learning. The dialogue between the teacher and the individual allows the pupils to have greater involvement in, and take some responsibility for their own learning. This is done through:

- Questioning
- Feedback (verbal or written)
- Discussion

Summative Assessment (Assessment of Learning) is the assessment of a child's learning at the end of a unit, year group, key stage or primary school life. Assessments are undertaken to provide teachers with an accurate picture of each child's attainment levels throughout their learning journey. In Reception, Year 1, 4 & 6, this type of assessment, gives the teacher the opportunity to assess the attainment against the national average and allows the opportunity to reflect on a child's work based on the National Curriculum.

Objectives

- To enable our children to demonstrate what they know, understand and can do in their work.
- To help them recognise the standards to aim for and to understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents, to enable them to support their child's learning.
- To provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.
- To provide information to allow pupils' achievements to be tracked.

Procedures

All children are assessed as: 'working below', 'working at' or 'working above' the 'expected standard' in Reading, Writing, Maths and RE, and 'working below' and 'working at' in Science and the foundation subjects. Subject Leaders set out the expectations and support staff in making judgements. All data for Reading, Writing, Maths, Grammar, Punctuation, Spelling, RE and Science is recorded on the school tracking system half termly. Other foundation subjects are recorded termly. The assessment leader analyses the data termly and reports to staff and the SEC Committee. The achievements of individuals, key groups (pupil premium, girls/boys) and year groups are tracked on a termly basis with outcomes informing planning, teaching and interventions.

Early Years Foundation Stage (EYFS)

- The Reception Baseline assessments are conducted within the first six weeks at school. An Early Years Foundation Stage Profile is completed for each child who will be 5 years old on, or before, 31st August. Teachers make profile judgements based on cumulative, observational evidence recorded over the course of the year.

Year 1

- The Year 1 Phonics Screening Check allows teachers to assess a child's knowledge of phonics. It is done on a 1:1 basis and consists of 40 words and non-words that a child reads aloud. Children who do not pass the screening test will be given extra support and will re-sit the test in Year 2.
- Teacher judgements will be awarded for the children, each term, in Reading, Writing and Maths.

Year 2

- At the end of the Autumn and Spring term, the children will sit NFER papers in Reading, Maths, Grammar, Punctuation and Spelling. Children's written work will be moderated by staff and a teacher judgement will be awarded.
- All Year 2 children will sit the Key Stage 1 SATs in the summer Term, in Reading, Maths, Grammar, Punctuation and Spelling. This is no longer compulsory but will be used to identify areas to support the children in Year 3. Children's written work will be moderated by staff and a teacher judgement will be awarded.
- Any child who did not pass their Phonics Screening Test, in Year 1, will re-sit it in Year 2 (as previously stated).

Year 3

- At the end of each term, the children will sit NFER papers in Reading, Maths, Grammar, Punctuation and Spelling. Children's written work will be moderated by staff and a teacher judgement will be awarded.

Year 4

- At the end of each term, the children will sit NFER papers in Reading, Maths, Grammar, Punctuation and Spelling. Children's written work will be moderated by staff and a teacher judgement will be awarded.
- The Year 4 Multiplication Check will be undertaken. This is an online assessment that looks at whether the child is able to confidently recall times tables up to 12. It identifies children who are still having difficulties in this area, so that support can be provided.

Year 5

- At the end of each term, the children will sit NFER papers in Reading, Maths, Grammar, Punctuation and Spelling. Children's written work will be moderated by staff and a teacher judgement will be awarded.

Year 6

- At the end of the Autumn term, the children will sit a past SATs paper in Reading, Maths, Grammar, Punctuation and Spelling. Children's written work will be moderated by staff and a teacher judgement will be awarded.
- All Year 6 children will sit Key Stage 2 SATs, in the Spring Term, in Reading, Maths, Grammar, Punctuation and Spelling. Children's written work will be moderated by staff and a teacher judgement will be awarded.

Special Educational Needs

The National Curriculum is taught in every year group throughout the school, however, this may alter slightly for children on the Special Educational Needs and Disability list (SEND). Some children may be taught objectives from previous year groups and may be assessed using The Engagement Model or PIVATs. All assessment is recorded on the child's Personalised Curriculum or Progress Plan. The child's individual needs will be taken into account when planning for assessment, and any required changes will be made; for example, work may be printed on different coloured paper, a reader may be used to read questions, or a paper may be printed in larger print.

Target Setting

Targets are set for all cohorts from Year 1 to Year 6 based on the data from the previous assessments. These targets are monitored on a termly basis by the assessment leader.

Children who have fallen significantly behind the standard expected for their age (ARE), are identified, either by the relevant team leader, by the assessment leader or by the SENCo, and necessary interventions are implemented. Progress within interventions is monitored by the intervention leader and this is shared with both the SENCo and assessment leaders.

Moderation

The process of moderation is an essential part of the assessment system. It ensures a consistent approach to assessment throughout the school and allows for professional dialogue.

Teachers ensure agreement on criteria for judgement in the following ways:

- By discussion with colleagues within the school.

- By discussion with colleagues in other schools.
- By discussion with the school advisor.

Reporting to Parents

Reporting to parents/carers provides the opportunity to communicate a child's achievements, abilities and future targets. This is done through a range of strategies to keep parents fully informed and to encourage them to contact the school if they have any concerns.

A detailed written report for each child is sent to parents, once a year, towards the end of the summer term. This contains both a teacher and head teacher comment, as well as outlining the achievements and effort in the Core and Foundation Subjects of the National Curriculum.

For children at the end of Key Stage 1 and Key Stage 2, additional information, including details of the SATs testing, is also be provided.

Parents are invited to attend formal consultations (Parent Evenings) with the teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or head teacher whenever necessary during the school year.

This assessment policy will be reviewed annually.

Next Review: September 2026

Assessment Leader: Jane Barnes