St Francis of Assisi Catholic Primary School

Assessment Policy

Learning and Growing Together in God's Love

2026

Review date: September 2028

This Policy should be read alongside the Feedback & Marking Policy.

Introduction

At St Francis of Assisi, assessment is a continuous process integral to learning & teaching, which provides information about each child's achievement & attainment. It identifies what the child knows, understands & can do, & informs future learning & teaching in response to a child's individual needs, so that he or she can make the best possible progress. *'High quality assessment is at the heart of the curriculum and pedagogy in our schools. It is a vital element of the learning process because it enables teachers to check whether pupils understand and remember the content they have been taught.'* SJB CMAT 'Trust Assessment Principles and Framework'

This policy is informed by the following documents and research evidence:

SJB CMAT 'Trust Assessment Principles and Framework'
SJB CMAT Assessment Schedule 2026-2027
Metacognition and Self-Regulated Learning' EEF Guidance Report.
SEND Guidance Report 2021
Teaching Standards

The Purpose of Assessment

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand & can do in their work;
- to help our children recognise standards to aim for & to understand what they need to do next to improve their work – to be involved in their own learning;
- to inform the content of the teaching that is needed to close the learning gap between the child's starting point & the desired learning outcome. This forms part of our 'Teaching Backwards' approach;
- to provide regular information for parents & carers that enables them to support their child's learning;
- to provide the senior leaders & governors with information that allows them to evaluate the effectiveness of the school & to plan further development.

'Assessments should be focused on checking whether pupils know more, remember more and understand more of important curriculum content' SJB CMAT 'Trust Assessment Principles and Framework'.

We believe that effective assessment should provide information to improve teaching & learning.

To do this, we undertake two different but complementary types of assessment: assessment ***for*** learning & assessment ***of*** learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It will enable teachers to adjust and adapt teaching strategies in response to where gaps appear in pupil understanding, or to stretch and challenge for greater depth. Formative assessment builds upon the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim & how they can achieve this aim. At St Francis, assessment for learning is based on four principles;

- Making the learning intention clear & using success criteria to break that intention down into more detailed steps.
- Peer/self-evaluation against agreed criteria
- Teacher & pupil feedback
- Effective questioning

Assessment of learning (summative assessment) provides a delayed, evaluative response to learning and involves judging children's performance against national standards. Teachers may make these

judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance in terms of age-related expectations. We follow a Trust-wide approach to assessment which ensures that we can track individual's progress in a timely manner & facilitate support when necessary. This summative assessment should confirm the on-going formative teacher assessments.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, & that it empowers pupils to take action towards improving their performance. We believe that feedback to pupils is very important, as it tells them how well they have done, & what they need to do next in order to improve their work.

For further information see the separate Feedback & Marking Policy.

Expectations

We believe that every child can achieve to the best of their ability. It is our job to support and challenge children at all levels of ability. Teachers in our school have the mindset, 'What do I need to do to help each child achieve?'
We expect nearly all children to be working towards achieving their age-related expectations (ARE) throughout the year. We expect all teachers to use assessment effectively and accurately throughout every lesson to ensure that the correct scaffolding is built into lessons so that all children progress at an appropriate pace, and to an appropriate depth. Our target is also that the vast majority of children will have a deep level of understanding of learning in each subject.

Planning for Assessment

When planning a unit of work, teachers are expected to know each child's 'starting point', based on pre-learning assessments or starter activities. This information helps the teacher plan the small steps needed to close the gap between the starting point and the 'destination'- the learning objective *(see Rosenshine's Principles')* This is 'teaching backwards', and underpins our assessment, planning and assessment approach at St Francis.

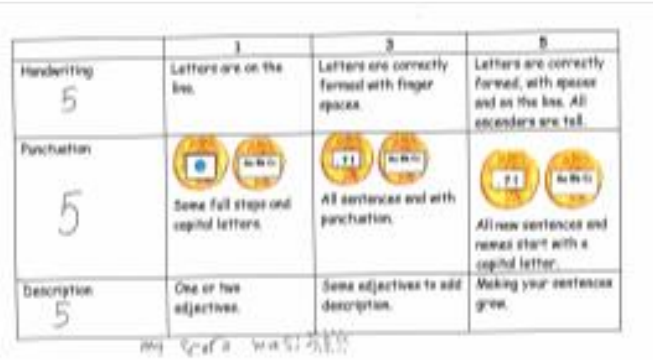
At the beginning of a unit of work, teachers are expected to share the 'big picture' with children so that they can put the learning in context and make links between one aspect of learning and another.

We expect that lessons are planned with clear learning intentions with accompanying success criteria detailing what steps need to be met in order to achieve that learning intention.
Teachers share the lesson's learning intention with the children at appropriate times. They also indicate the way in which the activity is linked to the learning intention and the success criteria against which the work will be judged.

It is expected that teachers have planned the expected outcomes for each lesson and will know how these will be assessed, both during the lesson and at the end. Teachers will use a wide range of assessment (or 'Responsive Teaching') strategies to inform their ongoing assessment. For example, they may use well-phrased questions and analyse pupil responses to find out what they know, understand and can do. They also use questioning to reveal any misconceptions. This can happen at any stage in the lesson. Teachers may use strategies such as 'entrance tickets', quizzes, Exit Cards, 'Always, Sometimes, Never' etc. to elicit information about what pupils know and understand.

The school has implemented the use of rubrics as a key assessment tool. Frequently, rubrics are co-constructed by the teacher and pupils in order to set down the elements of what will make a task successful. Steps for practice, consolidation and challenge are included, allowing pupils a 'low threshold, high ceiling' approach to learning. The rubrics enable pupils to easily self or peer assess against a pre-negotiated set of criteria. They make the setting of 'next steps' for progress clear and accessible.





Assessments can be made against the meeting of the success criteria and the eventual achievement or not of the Learning Intention. Note is made of those individual children who do not achieve expectations for the lesson and we use this information when planning targeted interventions, reinforcement opportunities and future lessons

Making a Summative Assessment Judgement

In order to make robust judgements, we expect that teachers will have a good understanding of the program of study and a clear sense of what they expect of their learners throughout the year. Often this approach is guided by how well a learner has attained the skills taught so far, but may also be informed by test performance and the teacher's wider understanding of their pupils: Is their current attainment sustainable? Do they retain skills well? Are they motivated? Have they had additional support? Do they readily transfer what they've learnt to tests?

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At St Francis the expectation is that we will:

- Meet regularly with colleagues in our school and in other schools in the CMAT to moderate samples of children's work against national standards
- Collate evidence to back up teacher assessments, such as through the use of subject portfolios
- Invite feedback from children, staff and parents
- Ensure that key members of staff have received training in accurate moderation.
- Participate in moderation schemes in the Local Authority for end of key stages

St Francis currently has two members of staff trained as Local Authority Moderators who are able to support colleagues in agreeing in-school judgements.

Tracking & Recording Assessments

We use the term 'attainment' when referring to the standards that children have reached (e.g. end of year test scores).

We use the term achievement when we talk about the progress children have made.

Schools are required to have an assessment system that monitors each child's progress and attainments. The tracking, monitoring and evaluation of a child's attainment and progress takes place daily in lessons through: questioning, feedback and talking to children about their learning. Other assessment takes place

weekly, termly and annually through end of unit assessments and tests (see below).
The tracking, monitoring and evaluation of a child's progress and attainment informs curriculum planning enabling areas for development to be swiftly addressed.

When reviewing a child's attainment and achievement, teachers will think about:

- the child's **starting point**
- how successful the children are **at the things they have been taught so far**?
- how **on track** they are to reach their **end-of-year expectations**.
- how much **support** do they need to be successful?

Range of Assessments

At St Francis, we assess pupils in the following ways:

Assessment For Learning (Formative Assessment)

Formative assessment in the EYFS takes the form of observation, and this involves the teacher and adults as appropriate.
In every year group, adults continually assess and track pupil progress on a daily basis through:

- Retrieval of prior learning;
- Questioning, observation & dialogue;
- Children knowing what they are being asked to learn, & more importantly, why;
- Children discussing, formulating & agreeing what the success criteria are during lessons. Work is then assessed against the success criteria by the child, the teacher, or both;
- Three-way feedback - pupil – peer – teacher – which clearly identifies next steps – This can be verbal or written feedback;
- Regular pupil work scrutiny by the senior leadership team, subject leaders or whole staff.
- Pre-teaching assessment tasks at the beginning & end of a series of lessons, in order to see the progress made.
- End of unit & end of term assessments, which help us to assess progress over time.
- Children's work in books to demonstrate progress. We frequently monitor and visit lessons books to make sure teachers are providing the best possible learning opportunities & feedback for children.

Assessment of Learning (Summative Assessment) - Non-Statutory Formal Assessments & Tests

At certain points of the year, in line with our Trust Assessment Schedule, pupils undertake a range of formal assessments & tests. These are used in conjunction with results from previous statutory tests/assessments to build up a profile of each child & to enable targets to be set & final teacher assessments to be made.
Results are recorded & analysed through the nationwide 'Insight' platform for tracking & analysing data, which helps teachers record & analyse attainment & progress & to set aspirational targets for all.

In EYFS, formative assessments such as observations contribute to the final summative EYFS judgement at the end of the Summer Term – either 'Expected' or 'Emerging'. This judgement is based on a 'best fit' teacher assessment of four of the seventeen Early Learning Goals (Personal, Social & Emotional; Physical Development; Communication; Maths). If pupils are 'Expected' in these four areas, they will have achieved 'Good Level of Development' (GLD).

Assessment of Learning (Summative Assessment) - Statutory Tests

Some year groups are required to take part in National tests & the data from these is formally reported to the Governors, local Authority and Government. They are as follows:

Early Years – Reception

It is a national requirement that children entering Reception are assessed within the first few weeks of term. These assessments focus on communication, language & literacy, & maths, using practical resources. They take around 15 minutes to complete & are carried out on an individual basis by class teachers who record the results electronically. The purpose of these assessments is to provide a baseline measure to track a pupil's progress throughout their time at primary school.

Year 1 Phonics Screening Check

The phonics screening check is an informal test that children will need to complete at the end of year 1. During the test, which is designed to test their ability to decode words using their phonics knowledge, children will be required to read a mixture of 40 real and nonsense words. For those children who do not pass the test, they are required to re-take it in Year 2.

Year 4 statutory Multiplication Check

Since 2019, pupils in Year 4 are required to take a Multiplication Check during the Summer Term. This takes the form of an online, timed assessment.

SATs Assessments at The End Of Y6

In order to be 'secondary ready', a child needs to meet the end of Key Stage 2 expectations (Year Six programmes of study). Y6 children take Statutory Assessment Tests (SATs) in May each year. The government introduced a points system for Y6 SATs scores in 2016. Each child receives their test results as a scaled score for Reading, Maths and GPS (Grammar, Punctuation & Spelling) & a teacher assessment for Writing. The expected standard is a scaled score of 100 - 109.

Assessment For All

Mastery

Teachers use all their formative and summative assessment knowledge of a child to make a professional judgement as to whether the child is, at any point within the year, secure and on track to achieve age-related expectations by the end of the academic year or whether they are performing below or above those age-related expectations

The focus is now on the breadth and depth of a child's learning. This is called 'Mastery'. It means that we approach concepts from various angles in order to deepen a child's understanding and application of their learning. New concepts or skills are practised and secured through a range of activities and challenges. Once new knowledge has been consolidated, instead of moving on to the next years' learning objectives, pupils will instead apply what they have learnt to creative and thought-provoking challenges.

Higher Attaining Pupils

Rather than moving on to the next year's curriculum, children who have securely met their end of year objective, will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.
The depth and application of a child's learning is an important marker of their achievement and progress.

Children Who Have Special Educational Needs

Some children have specific learning plans that are designed to meet their individual needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year their group objectives. Our assessment & tracking systems, however, monitors & supports challenge to support the progress that they are capable of making.

Children Who Are Falling Behind

Any child who is working below the age-related expectation is given personalised learning opportunities to help them reach their potential. We hold regular Pupil Progress meetings in order to identify any child beginning to fall behind in their learning & we use a variety of adaptive teaching methods that aim to address misunderstandings or difficulties as soon as they arise. On a daily basis, adaptive teaching

(including flexible grouping, tailored direct instruction, scaffolding & TA deployment, pastoral involvement) allow children to catch up ready for the next lesson. Over time, adaptive teaching, targeted interventions & quality first teaching help children with large gaps to make accelerated progress & catch up with their peers.

How Assessment Data is Used:

Teachers use assessment data to inform their planning and to adapt their teaching in order to close gaps or to stretch and challenge. They use all of their ongoing formative and summative assessment knowledge of a child to make a professional judgement as to whether the pupil is, at that point in time, secure and on track to achieve age-related expectations by the end of the academic year or whether they are performing above or below those age-related expectations. The focus is on the breadth and depth of pupils' learning. Year group colleagues regularly compare assessment data to ensure parity of provision and Subject Leaders use it to ensure progression through the curriculum.

School leaders use assessment data to monitor attainment and progress: In termly Pupil Progress Meetings, those pupils who are not making expected progress are discussed and measures put in place to address concerns e.g. identifying individuals / groups of pupils to target, pre-teaching, additional scaffolding or feedback, revisiting concepts or topics, planning interventions etc.
School Leaders also use assessment data to identify objectives for the School Improvement and Development Plan.
Headteacher's report summative assessment results, along with an analysis, to Governors and the Trust Executive Team.

Reporting to Parents /Carers:

We use the following systems to keep parents informed about their child's achievement and progress:

- Spring Term Written Report, including targets.
- End of school year summative data report (July);
- Parents evenings – Autumn and Summer Terms
- Meetings arranged as appropriate where concerns or worries have arisen.
- Tapestry – online access for EYFS

The Statutory reporting requirements are that schools provide results for:

- Reception – End of Year Good Level of Development (GLD)
- Year 1 – Phonics Screening Check
- Year 4- Multiplication Check
- Year 6 – SATs (WT/At/GD)

In addition, teachers in Years 1, 2, 3, 4 & 5 will inform parents as to whether their child is 'Working Towards', 'At' or achieving 'Greater Depth' in Reading, Writing and Maths. Teachers in Years 1 to 6 will also inform parents as to whether their child is achieving 'Working Towards', 'At' or achieving 'Greater Depth' in all other school subjects. There is no 'Greater Depth' option for RE.

At the end of Reception, parents will be informed as to whether their child has a Good Level of Development (GLD), measured against the 17 Early Learning Goals, or is still 'Working Towards' these. There is no 'Greater Depth' judgement for Reception.

A few children with additional needs may be assessed using different criteria.

It will be evident that effective assessment is taking place because:

We will know if assessment is successful if it is having a positive impact on teaching & learning & outcomes for pupils, including:

- pupils are making good progress towards meeting or exceeding the expected attainment for their age
- pupils are set challenging goals, given their starting points, & are making good progress towards meeting or exceeding these
- pupils are gaining & consolidating knowledge, understanding & skills
- pupils, including the most able, do work that deepens their knowledge, understanding & skills, rather than simply undertaking more work of the same difficulty or going on to study different content
- teachers understand where gaps in learning lie and are able to effectively plan to close these.
- teachers are able to articulate where their pupils are in relation to Age Related Expectations and National trends.
- Parents have a clear understanding of where their child's learning is in relation to their school and national peers & know what their child's 'next steps' are.

This application of this policy will be evident through:

- Lesson observations, learning walks, work scrutiny, feedback from pupils
- Pupil progress meetings
- Collation, analysis and comparison of data via the Schools' and Trust data analysis reports
- Director of Trust Improvement visits to schools
- Trust moderation