



St. Francis Xavier's RC Primary School

Love one another as I have loved you

Assessment Policy

Our Mission

Share God's love with one another

Follow your dreams

EXcel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

At St. Francis Xavier's School assessment is an implicit part of teaching and learning. In order to plan an appropriate programme of work, each teacher needs to know the skills and abilities of each unique child. Alongside this, children need to know what they are going to learn and how their success will be measured so they are able to take ownership of their learning, and in consequence, make greater progress.

At St. Francis Xavier's Primary School, Educater is used to track achievement and progress for:

- Reading
- Writing
- Mathematics
- SPAG (Spelling, Grammar and Punctuation)

Early Years

Children are assessed by October against a set of criteria to provide a baseline on-entry assessment (RBA Reception Baseline Assessment) from which to plan for their needs and monitor progress. Throughout Reception, children are assessed using Early Years Foundation Stage using the online Tapestry programme. This collects evidence including photographs and creates an online learning journey which can be shared with parents and carers. Reception data is also entered onto Educater using the Tiny Tracker programme to enable whole school monitoring and analysis and ensure a smooth transition to the National Curriculum.

Years 1-6

From Years 1 to 6 the school assesses children against each National Curriculum objective for their year group. Formative assessment grids are updated on a weekly basis to assess each child against each national curriculum objective. Alongside this, teachers use a wide range of subject specific assessment materials to inform their judgements. For example, children working within the Read Write Inc Phonics programme receive half termly individual assessments and White Rose assessments in mathematics provide valuable information at the end of a unit. For each objective pupils can achieve up to 4 stars using the following judgements (also reflected in our marking policy):

- 'working towards' (WT),
- 'mostly achieved' (MA),
- 'achieved' (A) or
- 'greater depth' (GD)

Sign-off judgements

Teachers' regular formative assessments build up a picture of the child as the year progresses. Educator calculates attainment based upon this information alone. This attainment is recorded at the end of every term as a sign off judgement which teachers have the opportunity to overwrite based on professional judgement and teacher assessment. Educator tracks pupils' progress against age-related expectations in each subject area. The codes used at St. Francis Xavier's Primary School are:

- Y2 Emerging
- Y2 Developing
- Y2 Secure
- Y2 GD/ Y3 Emerging

At the end of every term, each child's results are locked into the sign off judgement grid to enable progress data to be monitored. Educator creates an analysis of data applying a colour code to reflect progress and attainment. Green demonstrates expected and above expected progress and/or attainment and red demonstrates below expected progress and/or attainment. The analysis, combined with a teacher's professional judgement, informs pupil progress meetings to identify barriers to learning, enabling teachers and leaders to make informed decisions, in the child's best interests, for interventions and next step learning.

Expectations

Example of expectations for Year 2:

- Y2 Emerging (Expectation for end of Autumn Term)
- Y2 Developing (Expectation for end of Spring Term)
- Y2 Secure (Expectation for end of Summer Term)
- Y2 GD/ Y3 Emerging (More able children)

The school monitors the percentage of children within each cohort that are achieving national expectations. The school monitors the progress children have made based on prior attainment. All year groups aim to move 3 tracking points in a year, 1 tracking point for each term.

Summative assessment

Pupils in Years 1, 4 and 6 are formally assessed during the summer term. Pupils in Year 1 undertake a 1:1 phonics screen check. In Year 4, pupils take the Multiplication Tables Check (MTC). Year 6 children sit statutory tests for reading, grammar, punctuation and spelling, and mathematics. The Year 6 test results give each pupil a final assessment score. Writing and science are teacher assessed.

The DfE currently measures progress formally at the end of KS2 based on KS1 SATs results. In 2024, KS1 testing was no longer compulsory.

The GOV.UK Inspection Data Summary Report (IDSR) currently reports on progress and attainment at key stages 1 and 2 against national data. The school is given percentile rankings for the following:

- KS1 expected standard attainment in reading, writing and mathematics
- KS2 expected and high standard in mathematics
- KS2 high standard in reading and SPAG
- KS2 progress in reading and mathematics

Monitoring

At the end of each term, data is analysed by teachers in terms of children's attainment and progress including the attainment and progress of key groups (ie: pupils in receipt of pupil premium funding and pupils with SEND). Teachers meet with school leaders for termly pupil progress meetings. Key messages for children's attainment and progress are identified and teachers give the narrative for their class data. Decisions regarding next step learning are made with targets set for the future.

Standardisation and Moderation

It is essential that regular standardisation and moderation opportunities are planned in. Subject leaders aim to moderate writing and maths in school termly and cross-school at least annually. In addition, the local authority can also contact the school to externally moderate KS2 writing, the Year 1 phonics screening check and EYFS data.

Target setting and predictions

The school sets intelligent targets, informed by Educater, for all children at the beginning of each year which aim to close gaps between pupils over time. These targets are discussed with the new class teacher at the first pupil progress meeting. Children are set targets for reading, writing and mathematics every term and shared with parents and carers through termly reporting either face to face, through the Autumn Term Target Report or the end of year Annual Report.

Assessment cycle

Tools within Educater help to ensure that our assessment judgements inform our planning and target setting.

The school follows the assessment cycle below:

Plan – Plan learning effectively

Assess – Making judgements in the classroom

Record – Record judgements and set targets

Analyse – Identify patterns and trends

Diana Pearce
Assessment Leader
May 2024

This policy was written in June 2021 and updated May 2024. The policy was adopted by the Governing Body of St Francis Xavier's RC Primary School on 1st July 2024.

The policy will be monitored annually by leaders of the Senior Management Team and the Governing Body.

Signed: *Paul Williams*

Date: 1.7.24

Chair of Governors

Signed: *Diana Pearce*

Date: 1.7.24

Headteacher