



**SACRED HEART**  
CATHOLIC PRIMARY  
SCHOOL & NURSERY

## Assessment Policy

*This is our school.*

*Together we worship; Together we learn; Together we belong.*

*With the love of God, our dreams and ambitions come true*



**September 2023**

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**Policy Status:** Statutory Policy

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**Review Cycle:** 12 months or as required

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*At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.*

**‘Together we worship, Together we learn,  
Together we belong – with the love of God...  
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the feedback & marking, curriculum and teaching and learning policies.

#### Assessment Lead Role

The role of the Assessment Lead is integral to improving outcomes for **all** here at Sacred Heart Catholic Primary School & Nursery.

The Assessment Lead is responsible to the Governors, Headteacher and SLT.

#### Assessment

Assessment at Sacred Heart is designed to complement and assist teaching and learning. It plays an integral part in teacher planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning that ensures a consistent whole school approach for all children enabling teachers to deliver an education which provides opportunities for pupils to make accelerated progress.

#### Purpose of Assessment

To improve learning by providing clear guidelines on our consistent and coherent approach to formative and summative assessment.

## Principles of Assessment

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share individual learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise outcomes for all
- to identify children for intervention
- to inform parents and carers of their child's progress

## Marking and Feedback

At Sacred Heart, we recognise that marking and feedback are integral parts of assessment for learning. Marking and feedback are focused on helping children to learn how to improve and develop their work. It is essential that children understand what is expected of them, how they are progressing and where to go next with their learning.

## Purpose of Feedback and Marking

To improve learning by providing consistent feedback over an appropriate timescale that develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

## Forms of Assessment

### **There are three main types of assessment: formative; in-school summative, and nationally standardised summative**

As a school, we believe that formative assessment (Assessment for Learning – AfL) is central to the best quality teaching and learning.

**For children:** to develop keen, ambitious children with a thirst for learning by identifying for and with them where they need to target their efforts to improve.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us in providing appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents:** it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

**Summative assessment (Assessment of Learning – AoL)** is still a significant contributor to our understanding of children's learning. There are two types of summative assessment.

### **In-school summative assessment:**

**For children:** an opportunity to understand how well they have understood and retained information on a particular topic.

**For teachers:** an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close gaps in learning.

Summative assessment occurs at pre-defined times throughout the academic year (see timetable in Appendices for 2023-24 assessment cycle).

### **Nationally standardised summative assessment**

**For children:** comparisons to performance of children nationally.

**For teachers:** comparisons to performance nationally and clarity on nationally expected standards.

**For parents:** comparisons as to how the school and their child is performing nationally.

**For the government:** to hold us to account.

**For OFSTED:** to provide information on school's performance and effectiveness.

As the nationally standardised summative assessments – Phonics, KS2 SATs and Early Years baseline – are further developed by the Department for Education, additional summative assessments are designed to provide us with meaningful information to support our assessment of children. We will continue to monitor this development and integrate these into our overall assessment process as appropriate.

Statutory Assessment plays an integral role in ensuring that every child is supported to leave their year group and primary school prepared to succeed.

At Sacred Heart, we use a model for assessment for Years 1,2,3,4,5 and 6 which assesses pupils according to the percentage of DFE POS statements set out for each year group. We use the Progression Documents to determine the skills, knowledge and vocabulary the children can apply. This is determined by teacher assessment of termly learning and progress and NFER termly tests.

All teaching and support staff also assess the emotional health and wellbeing of the children and are able to identify through regular CPD and professional standards, when and how to support or refer for intervention programmes such as ELSA, Volcano in my Tummy, Lego Therapy, Incredible 5 point scale, 1:1 work with the Educational Mental Health Practitioner or refer to CAMHS. Teacher assessment is used daily and supported with NFER summative assessment and both weekly internal moderation and planned external moderation. (see Appendix 2 for cycle of formative and summative assessment 2023-24).

Teachers and SLT use teacher assessment AfL and summative tests. NFER assessments are used termly, as well as updating Sonar (a system used to track progress). This supports pupil progress meetings as well as daily teacher/SLT dialogue and helps to inform planning and interventions.

### Assessment in Early Years Foundation Stage

The EYFS framework sets the statutory standards to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Reception Baseline Assessment is a short assessment, taken in the first six weeks in which a child starts reception. This provides a starting point of pupil attainment from which a cohort-level progress measure to the end of Key Stage 2 can be created.

In the final term of EYFS, the EYFS Profile must be completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. As well as the baseline data, data is collated at the end of the Autumn, Spring and Summer terms so that the children's progress can be carefully tracked and intervention and additional support put in place for those that require it.

### Year 1 Phonics Screening

All children in Year 1 will participate in a phonics screening check in June. This assessment is administered by the Year 1 teacher and Phonics Lead. The phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words – half are real and half are 'alien' words, which pupils read to a teacher. The threshold for children to achieve an expected result is usually 32/40 but this is subject to change each year. Results of the phonics screening are shared with parents within their end of Year 1 reports.

If a pupil's score falls below the pass threshold standard, additional phonics support will be provided, following our Read Write Inc. scheme and the pupil can retake the screening check in Year 2. There will be a parent phonics screening check meeting held in the Autumn term to give further details and allow Year 1 parents and carers to ask questions.

## Key Stage 1 SATs – no longer statutory

In Year 2, each teacher is responsible for judging the standards a child is working at in Reading, Writing, Mathematics and Science. To help inform these judgements, pupils sit national curriculum tests in Reading and Mathematics, commonly called SATs. Year 2 pupils also sit an optional English Grammar, Punctuation and Spelling test.

Teachers use the results of the Key Stage 1 tests to support their Teacher Assessment (TA) judgement of how a pupil has performed throughout their time in Key Stage 1. They also allow teachers to see how each child is performing against national expected standards. These tests are taken any time during the month of May.

The teacher assessment judgements will be reported to parents by the end of the Summer term within pupil reports. Please be aware that the Key Stage 1 SATs are no longer a statutory requirement. As with all other year groups, parents will be advised of their child's attainment and progress at the end of the academic year through written reports.

## Year 4 Multiplication Tables Check (MTC)

From 2021/2022 academic year, the MTC has been statutory for all Year 4 pupils. It is an online assessment designed to determine whether pupils can fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so additional support can be provided. The check window is for 2 weeks during June. There will be a parent multiplication check meeting held in the Autumn term to give further details and allow Year 4 parents and carers to ask questions.

## Key Stage 2 SATs

Children in Year 6, at the end of Key Stage 2, will take national curriculum tests in Grammar, Punctuation and Spelling, Reading and Mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. Key Stage 2 SATs will be taken on set dates at the start of May.

As there is no test for Writing, this will be reported as a teacher assessment judgement based on each child's work at the end of KS2. At the end of the Summer term, teacher assessment judgements for Reading, Writing, Mathematics and Science and test results for Grammar, Punctuation and Spelling, Reading and Mathematics will be reported to parents.

## Summative Assessment in Key Stage 1 and 2

Across Key Stage 1 and 2, summative assessment tests (NFER) are administered three times per year, always at the end of the term. The data from these tests is analysed on a question-by-question basis, allowing teachers to identify gaps in learning and plan to address these within their

teaching. The data for these tests are inputted into Sonar. This allows the class teacher to monitor the progress across curriculum strands and the leadership team to monitor progress for cohorts and pupil groups over time. Due to the external SATs in Y6, this year group also administer past SATs papers alongside NFERs to support judgements. These NFER tests cover Reading, Grammar, Punctuation and Spelling and Mathematics. The schedule for these assessments can be found in the assessment timetable in the Appendices.

### Reporting of Assessments

At the beginning of every academic year, year groups provide a welcome pack for parents which shares expectations, curriculum information and reporting information. Further to this a parent/carer evening is held during the Autumn term. These enable our parents, children and teachers to meet to review progress, celebrate achievements and set targets. A second parent/carer evening is held during the Spring term to discuss progress and future steps.

Within the Summer term, parents and carers receive a written report which contains general comments about the pupil's attitude, behaviour and social skills and information regarding their attendance and punctuality.

The Assessment Lead will report to governors at key points in the assessment cycle so that they are kept fully informed of the progress groups of children are making and details of the additional support for those that require it.

### Bell curves

Part of our school process in tracking, monitoring, analysing and reporting pupil attainment/progress is through the use of Bell curves. The Bell curves are created through the NFER assessments and inform teaching, amendments to the SEND register, parent discussion and pupil challenge. (Example included within Appendices)

### Pupil Progress Meetings

Pupil progress meetings are opportunities for class teachers, Key Stage leaders, the school SENCO and SLT to discuss pupil progress in further detail. These meetings are vital in identifying issues/barriers for individual children and putting personalised support in place to overcome such barriers. Pupil Progress meetings are held three times a year at the end of term after completion of NFER assessments.



Pupil progress is monitored in line with the SEND Code of Practice. We analyse pupil attainment and progress data on at least a half-termly basis, with particular focus on vulnerable groups. We also use appropriate National data to compare performance of vulnerable groups with other

children in our school and with national statistics. We also analyse data relating to attendance and involvement in wider school life.

### Moderation

Weekly moderation takes place internally during staff meeting and there is constant staff dialogue around standards and expectations, including modelling by SLT. In addition, staff work in collaboration with other local schools to complete a range of external moderation activities. These meetings are both formal and informal; their purpose is to ensure judgements are accurate and to plan for next steps. These local moderation activities are set within the context of regional moderation activities. Where possible the school seeks the support of a wider network of professionals to support the on-going development of this moderation process. The school also attends Local Authority external moderation meetings at key points throughout the year to validate judgements with other professionals in the same year groups.

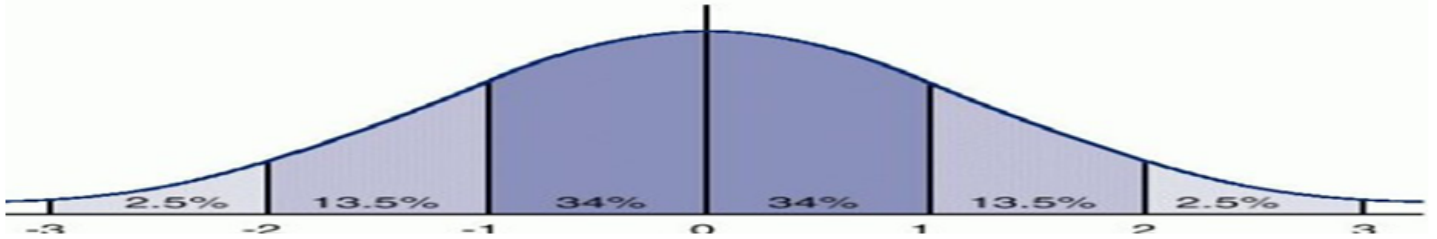
### Appendices

#### *Assessment dates 2023-24*

<b>SUMMATIVE ASSESSMENT OVERVIEW 2023-2024</b>	
<b>AUTUMN 1</b>	
<b>Week commencing:</b>	
04.09.2023	RWI phonics assessments (KS1 and Y3) & Fresh Start Assessments (Year 5 & 6) – MH/JJ
11.09.2023	SEND Assessments – In class observations and next steps - JJ
18.09.2023	Baselines for <b>all</b> year groups, NFER bell curves and update Sonar and rankings (including EAL). To be sent to JMc/JJ by the end of the following week NFER –Y2 (Y1 summer as baseline) Y3 (Y2 previous SATs paper) Y4 (Y3 summer as baseline) Y5 (Y4 summer as baseline) Y6 (Y5 summer as baseline)  EYFS – Baseline assessments to start now Year 1 Rising Stars <b>Autumn Baseline</b> SEN chn – assess using their year group Nfer initially (TA to take out), if unable to access provide appropriate level assessment – <b>data then sent to JJ to track throughout year</b>
02.10.2023	SEND CCP's updated and discussed, signed by child and parent

09.10.2023	Pupil Progress meetings – JMc/JJ (AUTUMN)
16.10.2023	RWI Phonics & Fresh Start assessments – MH
16.10.2023	JMc & JJ to input Autumn and EOY targets for all children for R,W,M and RE into Sonar
23.10.2023	SEN CCP midpoint reviews – teachers to feedback on progress to JJ
<b>AUTUMN 2</b>	
<b>Week commencing:</b>	
	Come and See Assessments – Domestic Church, Family (date TBC)
11.12.2023	Assessment week AUTUMN EOT – NFER, bell curves and update Sonar for end of Aut term – R, W, M, SPAG, rankings (including EAL). To be sent to JMc/JJ by 21.12.23
11.12.2023	RWI Phonics & Fresh Start assessments – MH/JJ
18.12.2023	SEND CCP's updated and discussed, signed by child and parent
18.12.2023	Update Sonar – Science, RE and foundation subjects
22.12.2023	Moderation of judgements – JS/MH – Reading and Writing, AK - Maths
<b>SPRING 1 –</b>	
<b>Week commencing:</b>	
	Continuous feedback and assess objectives delivered and engagement of all children.
	Subject leaders to monitor progress against progression documents in line with subject leader actions.
09.01.2024	Pupil Progress Meetings – JMc/JJ (SPRING)
22.01.2024	Phonics screening check practice Y1 (use 2023 materials) - MH
05.02.2024	SEN CCP midpoint reviews – teachers to feedback on progress to JJ
05.02.2024	RWI Phonics & Fresh Start assessments – MH/JJ
<b>SPRING 2</b>	
<b>Week commencing:</b>	
	Come and See Assessments – Eucharist, Relating (date TBC)
18.03.2024	Assessment week SPRING EOT – NFER, bell curves and update Sonar for end of Spr term – R, W, M, SPAG, rankings (including EAL). To be sent to JMc/JJ by 27.03.24
18.03.2024	Update Sonar – Science, RE and foundation subjects
18.03.2024	Phonics screening check practice (use 2023 materials) - MH
25.03.2024	RWI assessments – MH, Fresh Start assessments – JJ
27.03.2024	Moderation of judgements – JS/MH – Reading and Writing, AK - Maths
27.03.2024	SEND CCP's updated and discussed, signed by child and parent
<b>SUMMER 1</b>	
<b>Week commencing:</b>	
09.04.2024	Pupil Progress Meetings – JMc/JJ (SUMMER)
13.05.2024	KS2 SATs testing
13.05.2024	KS2 Writing Assessment
20.05.2024	RWI Phonics & Fresh Start assessments – MH/JJ
<b>SUMMER 2</b>	
<b>Week commencing:</b>	
	Come and See assessments (date TBC)
10.06.2024	Multiplication check Y4
10.06.2024	KS1 Phonics screening check
01.07.2024	NFER (Summer) Standardised tests in Years 1,3,4,5, previous SATs paper Y2
01.07.2024	Pupil Progress updates/Transition plans
08.07.2024	Additional transition plans shared with JJ and new class teachers
July 2024	GLD Final Assessments – Dates TBC
15.07.2024	Final RWI Phonics & Fresh Start assessments – MH/JJ
15.07.2024	Update O track – ALL core subjects and foundation subjects

Example of Bell curve following on from NFER termly assessments



Sig Bel -3D <85	Well Below Average -2 Deviation 85-89	Low/ Below Average -1 Deviation 90-94	Average range		Above Average +1 Deviation 105-109	Well Above Average +2 Deviation 110-114	Sig Abo +3D 115+
			95-99	100-104			
	(85) (85)	(92)	(96) (96) (96) (97) (98) (99) (99) (99)	(101) (101) (104)	(105) (105) (105) (108) (108) (108)	(110) (110) (111) (113) (113)	(115)  (115)
Below 85	85	90	95	100	105	110	115 Above
	Pupil Premium SEND						