



St Anne's RC Primary

'We Grow Together in God's Love'

Assessment Policy 2025-2026

Mission Statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

What is the Rationale of this policy?

At St Anne's Primary School the key purpose of assessment, recording and reporting is to improve the quality of children's learning. Assessment and record keeping are used to provide information about individual children, which will enable staff to plan for future learning and so improve progress and attainment. Our reporting process keeps staff, parents, pupils and other agencies informed of a child's progress.

What does assessment do?

- Inform planning, recording and reporting.
- Identify strengths and next steps in learning.
- Ensure consistency throughout the primary years.
- Motivate pupils and raise standards of achievement.

What are the Statutory Requirements for Assessment and Reporting Arrangements?

Headteachers have a duty to secure the implementation of the national curriculum and assessment arrangements in their school. Teachers have a contracted duty to comply with the statutory arrangements. At St Anne's Primary School, the arrangements for undertaking assessments are as follows:

Reception Baseline: Will be administered within the first 6 weeks of the children starting Reception.

Early Years Foundation Stage Profile

Practitioners complete an EYFS profile for each child. This assessment takes place in the summer term of the academic year when a child reaches 5 years old. In accordance with the statutory EYFS framework, each child must be assessed against:

- The 17 ELGs
- The 3 characteristics of effective learning.

The completed EYFS profile includes a short commentary on the child's skills and abilities in relation to the characteristics of effective learning.

Year 1 Phonics Screening Test: The Year 1 teacher is responsible for the administration of the Phonics Screening Test in June. They are used to assess phonic knowledge against national scores. Children who do not meet the test's threshold are required to retake the test in Year 2, again in June.

End of Key Stage 1 assessment: Keys stage 1 assessments are no longer statutory from 2024 but staff will use these tests informally and report to the LA. Year 2 will also continue to use the TESTBASE national curriculum tests to support teacher judgement and assist in target setting for individuals, class groups, key stages and the whole school. We participate in our own audit procedures for moderation, those for CFOS and those of the LA.

Year 4 multiplication check

The multiplication check is administered to year 4 children in the test period of May/June.

End of Key Stage 2 statutory assessment: The Headteacher and the year 6 teacher are responsible for the administration of the End of Key Stage 2 statutory assessments in May. The Headteacher and the year 6

teacher take responsibility for the administration of the assessment papers, under exam conditions in school. We participate in our own audit procedures for writing moderation, those for CFOS and those of the LA.

How do we set targets?

Individual targets are set alongside the Head and Deputy Head Teacher in September, looking at where the child is and what is needed to achieve a challenging End of Year target to ensure progress and attainment. Analysis of assessment data from statutory assessment and other formal summative tests as well as using the FFT target setting data informs the setting of these targets. These are recorded on INSIGHT.

What do we do with assessment data?

Data is analysed by the Head teacher and the SLT through pupil progress meetings three times a year. In pupil progress meeting teachers are expected to analyse MERIT and insight data and identify areas of concerns and next steps to address this.

SLT and subject leaders use data to monitor the attainment and progress of class, key stage and whole school cohorts. The issue of groups such as gender, pupil premium, prior attaining groups is considered in the analysis.

How do we track data?

The data is stored centrally on INSIGHT three times a year for all subjects. Subject Co-ordinators collect assessment results to monitor progress and attainment in their subject and report these to SLT and governors 3 times a year.

Teachers from year 1-6 use the following statements on INSIGHT

- **Well Below** Age Related Expectations : *child is working significantly below ARE*
- **Below** Age Related Expectations : *child is working below the ARE expectation*
- **On track** to achieve related Expectations: *child is on track to reach ARE at the end of the school year or key stage*
- **Above** Age related Expectations : *child has gone beyond the attainment expected at the end of the school year*

EYFS teachers use the following statements on INSIGHT:

- **Emerging** – *not yet reaching the level expected at the end of EYFS. If a child is emerging, under the child's profile on INSIGHT their next steps and progress made towards their next steps are recorded to enable teachers to track progress.*
- **Expected** – *Child is meeting the level of development expected at the end of the EYFS*

How do we assess phonics and reading?

Phonics screening is completed on the online portal and recorded on the RWI portal every half term/ 7 weeks. The RWI algorithm tracks pupils progress and groups the children based on ability. The reading lead and year 1 teacher can override this data if necessary. Children's RWI groups and how many sounds they know are tracked on INSIGHT x7 per year to track progress of the children as some children may stay in the same group for a longer period, it is important to show the progress of how many sounds they know.

Once a child has completed the RWI scheme, children are assessed in reading using the FFT reading assessment which measures reading age, fluency, WCPM and comprehension. This is completed during assessment weeks x3 per year. The data is used for tracking progress, identify banded home reading books as well as identifying and children needing further support in decoding, fluency or comprehension.

How do we carry out these assessments?

We use TESTBASE national curriculum tests for Reading, SPAG and maths from year 1-6. The standardised scores are recorded on INSIGHT and this informs teacher judgements, which are also recorded on INSIGHT Following assessment week, we input the question responses on MERIT for reading, SPAG and maths to identify gaps in learning, misconceptions and to inform future planning.

Writing will be formally assessed by using descriptors based on what the child should achieve by the end of the academic year. A copy of this can be found in the child's English Book – and this sheet is used to formally assess the writing in November, March and May/June.

Formative assessment: Assessment is part of the classroom cycle of teaching and learning. It is used to check that pupils have grasped the main teaching points with on-going feedback to the pupils. Our marking and feedback policy states: Feedback typically occurs at three key stages in the learning process:

1. **Live marking** – where teachers actively circulate the classroom, checking for misconceptions and addressing them immediately during the teaching moment.
2. **Tick and Fix feedback** – where children engage in reviewing their work by ticking correct answers and fixing errors at the end of a lesson or chunk of task, promoting independence and ownership of their learning.
3. **Whole class feedback folder** – offered away from the immediate teaching context.

These stages are prioritised based on their effectiveness, with **live marking** being the most impactful for driving further improvement. At St Anne's, we place significant emphasis on this approach, as it allows teachers to provide instant, tailored feedback that directly addresses misconceptions, enhancing the learning experience in real-time.

The "**tick and fix**" method further empowers children to take responsibility for their learning, as they actively identify and correct their mistakes, fostering independence in their own learning.

Whole **class feedback folders** are used to identify further misconceptions and it often serves to inform adjustments in teaching practises such as pre-teach, small group intervention, 1:1 teaching, adjusting planning such as incorporating into 'review' or reteaching the lesson again. Whole class feedback folders are also used to support teacher assessment and identify patterns or further support ie: home learning. Subject leaders also use the folders to identify patterns, common misconceptions and help adapt/ tweak the curriculum and assessment.

Assessment in RE:

Check in and check out tasks are used for each unit of work and recorded in the children's books. Three summative assessment pieces are completed in December, May and June/July and this informs teacher judgements which are recorded on INSIGHT three times per year.

How do we report to Parents?

Formal written reports to parents are produced annually in June/July. Two parents' evenings are held annually, one in the autumn term usually November following assessment week and one in the spring term usually March following assessment week where pupil progress is reported orally. St Anne's adheres to the requirements for the recording and reporting to parents of end of Key Stage Teacher assessment, Phonics Test scores and the multiplication test.

The school meets the requirements to provide reports for pupils on transfer to another school or transition into High School. On transfer to another school all data and records in school are forwarded to the receiving school.

How do we provide for children who join us from another school?

When children join us from another school, we make every effort to collect records from the child's previous setting. We also seek to establish very quickly the gaps in the child's knowledge, to allow us to plan for the child to make progress. We will always send data onto the next school when a child leaves us for another school.

How do we assess children with Special Education Needs?

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available (refer to SEND Policy and Equal Opportunities Policy). It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs. In addition to the principles and practice described in this policy the school undertakes the procedures recommended by the DfE Special Needs Code of Practice to ensure that parents and pupils are fully involved in all the decision making and support programmes.

In some cases, St Anne's use Pivats to give children a 'P' scale or numerical value if they are not working at National Curriculum level which are recorded on INSIGHT. In some cases, children maybe given a previous year TESTBASE test to accurately assess gaps and provide accurate baseline to measure progress. Progress of children with SEND is also tracked, monitored and reviewed using IEPS which are written x3 per year following assessment week and these are recorded on INSIGHT. The SENCO then tracks the provision map to identify which IEP targets have been met and any not met or partially met are followed up. The parents of children receiving SEND support are invited to two Person Centred review meetings in which IEP targets and progress is shared. These meetings are held in the following week as parents evening- November and March. Children with EHCP plans have an additional annual review which progress against their EHCP targets is discussed with parents and carers.

How do we quality assure our assessment analysis?

The staff of St Anne's work with both the school's School Improvement Partner, and the data link governor (Mrs A Entwistle) to set targets that challenge the children. Data is shared in a confidential fashion termly with governors. We also take part in regular in-house moderation and external moderation with and CFOS and Oldham schools.

Early Years

Observational assessment:

At St Anne's we use observational assessment to understand children's learning. Practitioners watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do. Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of children's development in more than one area of learning. Observational assessment doesn't need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or non-verbal communication with children about their activities and current interests. Over the course of the year, practitioners build their knowledge of what each child knows and can do.

At St Anne's we assess and track the children's progress using observational assessment, statements from the Early Years Foundation Stage Profile and Development Matters document to make a best fit judgement. We record data for all 17 areas of learning on INSIGHT four times per year which includes a baseline in both Nursery and Reception.

Evaluation and Review

It is the responsibility of all the staff and governors to monitor their adherence to this policy. The policy is reviewed in accordance to the school's review cycle by the Assessment Co-ordinator, SENCO, Subject Co-ordinators and the Senior Management Team. The outcomes are evaluated by the Headteacher and the Governing Body and targets for action and improvement included within the School Development Planning Process.

Other Policies

This policy should be read in conjunction with the SEND, Equal Opportunity Policy, the Feedback and Marking Policy and the subject policies.

Review

This policy will be reviewed in accordance with the School Development Plan.

Reviewed March 2025

Next review March 2028

Appendix 1: Subject specific assessment

Art

Formative Assessment

- Regular monitoring of children's progress, encouraging responsibility for their own and peers' learning.
- Utilises a range of Assessment for Learning strategies, including:
 - Peer marking with skill-related vocabulary.
 - Self-assessments and traffic light systems to evaluate achievement.
 - Talk partners and end-of-unit evaluations to provide feedback.

Summative Assessment

- Summative data recorded three times per year on Insight
- Each child maintains an art sketchbook as a cumulative record, which is passed on to the next teacher annually.

Design and Technology (DT)

Formative Assessment

- Feedback and formative assessment strategies include live marking, tick and fix methods, and whole class feedback folders to ensure understanding, identify misconceptions and inform adjustments in teaching.

Summative Assessment

- Summative data recorded three times per year on Insight
- Includes self-evaluations, end-of-topic quizzes, and assessments of final products to gauge knowledge and skills developed.

French

Formative Assessment

- Feedback and formative assessment strategies include live marking, tick and fix methods, and whole class feedback folders to ensure understanding, identify misconceptions and inform adjustments in teaching.

Summative Assessment

- Conducted at the end of each unit (Lesson 6), with results recorded on INSIGHT three times a year.

Subject-Specific Assessment

- Assessments are designed to check understanding of vocabulary and concepts taught throughout the unit.

Geography

Formative Assessment

- Feedback and formative assessment strategies include live marking, tick and fix methods, and whole class feedback folders to ensure understanding, identify misconceptions and inform adjustments in teaching.

Summative Assessment

- End-of-unit quizzes and disciplinary tasks (e.g., reports, mapping) assess retention of knowledge and skills with results recorded on INSIGHT three times a year.

Subject-Specific Assessment

- Combined assessments are used to determine whether pupils are meeting age-related expectations, exceeding, or working towards them.

History

Formative Assessment

- Feedback and formative assessment strategies include live marking, tick and fix methods, and whole class feedback folders to ensure understanding, identify misconceptions and inform adjustments in teaching.

Summative Assessment

- End-of-unit quizzes and tasks assessing historical skills are used to evaluate retention of knowledge and understanding with results recorded on INSIGHT three times a year.

Subject-Specific Assessment

- Lessons begin with a 'big enquiry question' to assess prior knowledge and address misconceptions early in the unit.

Maths

Formative Assessment

- Feedback and formative assessment follow the same structure as other subjects, focusing on live marking, tick and fix, and whole class feedback.

Summative Assessment

- Testbase maths tests from Year 1-6 are conducted three times per year, with data analysed on MERIT for individual and class-level insights to inform future planning and are recorded on INSIGHT three times a year.

Subject-Specific Assessment

- Statutory assessments (e.g., EYFS, KS1, KS2) track progress, and pre-tutoring sessions are offered for targeted support.

Music

Formative Assessment

- Feedback is provided during lessons using the Charanga Teacher Assessment Toolkit, with peer feedback encouraged to enhance collaboration.

Summative Assessment

- End-of-unit vocabulary/notation quizzes and performance assessments evaluate progress against age-related expectations are recorded on INSIGHT three times a year.

Reading

Formative Assessment

- Quick recaps at the beginning of lessons check understanding, with opportunities for instant feedback and peer assessments.

Summative Assessment

- Testbase reading tests from Year 1-6 are conducted three times per year, with data analysed on MERIT for individual and class-level insights to inform future planning and are recorded on INSIGHT three times a year.

Subject-Specific Assessment

- Regular phonics assessments every half term are recorded on the RWI portal and INSIGHT, ensuring targeted support for identified children.

PSHE

Formative Assessment

- Feedback and formative assessment strategies include live marking, tick and fix methods, and whole class feedback folders to ensure understanding, identify misconceptions and inform adjustments in teaching.

Summative Assessment

- Summative data recorded three times per year on Insight

Computing

Formative Assessment

- Feedback and formative assessment include whole class feedback folders to ensure understanding, identify misconceptions and inform adjustments in teaching.

Summative Assessment

- Summative data recorded three times per year on Insight

Appendix 2

Assessment Timeline

Baseline Data September	EYFS Baseline data- Reception statutory baseline and 17 area recorded on INSIGHT Nursery baseline all 17 areas recorded on INSIGHT
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Assessment period 1: WC 11th November (2nd week back after half term)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6* plus practice SATs
All 17 areas are recorded on INSIGHT and next steps highlighted		TESTBASE autumn term tests: SPAG Reading Maths					
		Questions recorded on MERiT and scores and Teacher judgements recorded on INSIGHT					
		Big write- Writing (following unit of work)					
		Completed writing descriptors in children's books and recorded on INSIGHT					
		Phonic assessment					
		Recorded on RWI portal and INSIGHT					
		FFT Reading assessment					

Assessment period 2: WC 4th March (2nd week back after half term)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6* plus practice SATs
All 17 areas are recorded on INSIGHT and next steps highlighted		TESTBASE Spring term tests: SPAG Reading Maths					
		Questions recorded on MERiT and scores and Teacher judgements recorded on INSIGHT					

	Big write- Writing (following unit of work)				
	Completed writing descriptors in children's books and recorded on INSIGHT				
	Phonic assessment				
	Recorded on RWI portal and INSIGHT				
	FFT Reading assessment				

Assessment period 3: WC 17th June (2nd week back after half term)

May/June statutory assessments:

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	EYFSP	Phonics screening	Phonics Resit KS1 non statutory test to report to LA		MTC		KS2 SATs

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	
All 17 areas are recorded on INSIGHT and next steps highlighted		TESTBASE Summer term tests: SPAG Reading Maths					
		Questions recorded on MERiT and scores and Teacher judgements recorded on INSIGHT					
		Big write- Writing (following unit of work)					
		Completed writing descriptors in children's books and recorded on INSIGHT					
		Phonic assessment					
		Recorded on RWI portal and INSIGHT					
		FFT Reading assessment					

Appendix 3: Thresholds

For SATS test use National Curriculum pass marks

Testbase thresholds and standardised scores: Children are to be tested on corresponding year and term for comparison unless discussed with SLT

Thresholds can be found on Merit and google drive (under planning)

FFTthresholds: Children are to be tested on corresponding year and term for comparison unless discussed with SLT.

Thresholds can be found on FFT and google drive (under planning)