



St Mary Magdalen's CPS

Assessment Policy

Date policy last reviewed:
03/09/2025 by S.Bradley

Signed by:

_____	Headteacher	Date: _____
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Aims

At St. Mary Magdalen's Catholic Primary School, we believe that the key aim of assessment is to **support pupil achievement and progress**.

Through our assessment and reporting practice, we aim to:

- determine what a child can/cannot do and help them plan support to fill any gaps in knowledge and understanding.
- Provide information that can be used to evaluate teaching and learning practice.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Help pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Give parents a clear idea of what their child can do and what they need to do to progress.

Principles

The principles that underpin assessment at St. Mary Magdalen's Catholic Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?'
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- KS1/2 - All children need to understand the learning objective in each of their lessons and what they need to achieve it. Success Criterion are shared, or formulated, at the start of each session and pupils' work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. Any child who has not secured the learning will have additional support/input.


Procedures – Formative Assessment

Day-to-Day Formative Assessments


This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding. For this we use the WALKTHRUS strategy, see below:

WALKTHRUS FIVE FORMATIVE ASSESSMENT STRATEGIES | MAIN MENU


In **Embedded Formative Assessment**, Dylan William explains the five key strategies devised by Leahy, Lyon, Thompson and William in 2005. These are linked to the 'big idea' that teaching is adaptive to the learner's needs. **The five strategies are:**




CLARIFY LEARNING INTENTIONS




ELICIT EVIDENCE OF LEARNING



FEEDBACK THAT MOVES LEARNERS FORWARD



STUDENTS AS LEARNING RESOURCES



STUDENTS AS OWNERS OF THEIR LEARNING

CLICK A STRATEGY TO GET STARTED ➔

TEACHING WALKTHRUS

Broken down these five areas look at daily formative assessment styles adopted by our school.

WALKTHRU CLUSTERS



CLARIFYING | UNDERSTANDING | SHARING

LEARNING INTENTIONS**CLARIFY LEARNING INTENTIONS**

- To get anywhere, it helps to know where we are going — in learning as in mapping a real journey.
- Research shows that it helps to be explicit with students about what they should know and what the success criteria for judging quality might be.
- Crucially, students need to understand intentions; it's not sufficient simply to be told them.

[CLICK HERE TO EXPLORE THIS CLUSTER](#)

WALKTHRU CLUSTERS

**ELICIT EVIDENCE OF LEARNING**

- To monitor where students are in their learning relative to the intentions, we need to elicit evidence.
- e.g. through effective questioning including diagnostic and hinge-point questions, whole-class response methods and listening to discussions.
- William cites a range of techniques similar to those in Questioning and Feedback.

[CLICK HERE TO EXPLORE THIS CLUSTER](#)

WALKTHRU CLUSTERS

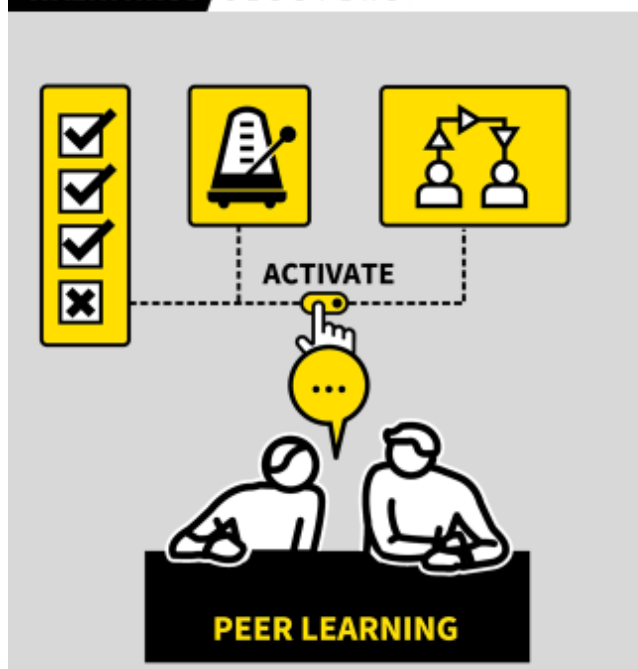


FEEDBACK THAT MOVES LEARNERS FORWARD

- Feedback is complex; individual students respond differently to information they receive regarding past performance.
- Feedback should make students think — not generate an emotional response.
- It should focus on learning goals that have been shared.
- It should be more work for the student than the teacher.

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WALKTHRU CLUSTERS



STUDENTS AS LEARNING RESOURCES

- Well-structured collaborative learning activities give opportunities to:
 - Provide peer assessment focused on improvement: checking answers, spotting errors, applying checklists for elements of assignments.
 - Provide generative rehearsal via peer teaching opportunities whereby students teach things to each other, clarifying their own understanding in the process.

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WALKTHRUS

CLUSTERS



STUDENTS AS OWNERS OF THEIR LEARNING

- *Only learners create learning.* The better learners are able to manage their learning, the better they learn.
- Attend to motivation and metacognition (as with Rosenshine's Process Questions).
- Support students to check progress toward the shared learning intentions (as with self-quizzing).
- Involve students in reflecting on their learning.


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Strategies used will vary according to the subject and learning objective taught and these include:

WALKTHRUS

CLUSTERS

STUDENTS AS LEARNING RESOURCES





Use of rich question and answer sessions to evaluate pupil understanding and Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved greater depth), formative assessments are used to evaluate further progress.

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths, Reading and GPS (Y4-6)

At the end of every term, we teacher assess in Maths, Reading and Writing. End of unit assessments and some testing give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations.

Pupil Progress Meeting are held termly to review progress whereby the class teacher, and the Senior Leadership Team analyse the results and plan appropriate targets and support.

	Autumn	Spring	Summer
Maths			
Y1	Teacher Assessed	Teacher Assessed	Teacher Assessed
Y2	White Rose	SATs Paper	KS1 assessment
Y3, Y4, Y5	White Rose	White Rose	NFER
Y6	SATs Paper	SATs paper	KS2 assessment
Reading			
Y1	Teacher Assessed	Teacher Assessed	Teacher Assessed
Y2	SATs Paper	SATs Paper	KS1 assessment
Y3, Y4, Y5	NFER	NFER	NFER
Y6	SATs Paper	SATs paper	KS2 assessment
Writing	Teacher Assessed	Teacher Assessed	Teacher Assessed
GPS (Y4+)			NFER

Pupils with Additional Needs

The SEN children are discussed with the SENCO. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

When tracking assessment information the SLT (Senior Leadership team) and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Religious Education

Assessment is guided by the overarching aims and objectives of Religious Education as outlined in To Know You More Clearly (Years R–4) and Come and See (Years 5–6). It is closely aligned with the key concepts, skills, and attitudes intended to be developed through the exploration of thematic content and the specified learning outcomes for each topic.

By applying these skills, assessment identifies what pupils know, understand, and are able to do, thereby enabling teachers to plan effectively and determine appropriate next steps in learning. Assessment is conducted through teacher evaluations at the end of each term, culminating in an overall judgement at the end of the academic year. All assessment data is recorded and reported via Insight.

Foundation Subjects

Foundation Subjects will be reported using our Insight Tracking online system to record progress, this will be shared with parents on a termly written report in subject areas RE, English, Math's and Science produced by the Insight tool. A lengthier annual written report will be shared in July assessing all subjects including foundation subjects.

The terms used for English and Math's are ABOVE, JUST ABOVE, EXPECTED, JUST BELOW and BELOW. For all other areas assessed on Insight EXPECTED and BELOW will be the terminology used.

Science – Teacher assessment is used against outcomes at the end of a unit

Computing – Teacher assessed at the end of a unit

Music – Teacher assessed at the end of the year based on contribution and outcome

Art & Design – Art is very subjective so Teacher Assessment will be based upon the skills used but not on the outcome.

DT – Teacher assessed based on skills acquired and developed

History – Teacher assessed based on knowledge, understanding and skills

Geography - Teacher assessed based on knowledge, understanding and skills

PMFL (French) –Teacher assessed using Language Angels end of unit assessment

PE – Tracked across the year based on skills using the PE Passport App

PSHE – Teacher assessed based on discussions, contributions and ability to listen to and apply learning annually

Procedures – Early Years Foundation Stage (EYFS)

Observation, assessment and evaluation are planned for and used throughout the year to inform planning that will allow the children to succeed in their next steps of learning and ensure that each child's differing needs are met. Assessment focuses on the understanding and knowledge of where each child lies around the 17 areas of learning. Each child in all 17 areas as well as the final statutory assessment against Early Learning Goals. It is through this great understanding of each child that planned activities work towards achieving The Early Learning Goal; the level of development expected at the end of the EYFS.

Quality and consistency in teaching and learning to enable every child to make good or better progress.

Assessment opportunities include:

- Information is gathered from the previous setting initially where possible and at the end of the Reception year each child's progress is discussed with the receiving teacher;
- Reception Baseline Assessment
- Information from parents, maybe shared at each child's home visit
- Discussions with the previous key worker's;
- Careful observation carried out whilst children are engaged in child initiated activity/play, in order to gain an insight into children's level of understanding related to specific skills and concepts;
- Careful observations carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts;
- Informal observation both in the background and whilst participating with children;
- All observations, assessments and recording are an integral part of teaching, as they inform future planning for children's needs and development;
- Discussions with staff and children about their interests and their learning;

- Exchange of information with parents at parent teacher meetings providing a two-way process where teachers and parents share their understanding of a child;
- Ongoing termly recording of progress in the EYFS through tracking;
- Participation in moderation with collaborative groups such as the WRIST Cluster.
- The Reception teacher works with other leaders and the Year 1 teacher to assist transition and planning for each child;

The teacher keeps progress records on our school based assessment system INSIGHT Tracking which is updated each term. This provides a summary for each child as to their progress towards meeting the ELGS. This feeds into the School EYFS assessment and tracking process. It is through these processes that children will work towards achieving expected; the level of development expected at the end of the EYFS.

The child's next teacher uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end-of-year report. Parents receive an annual written report that offers comments on each child's progress in the areas of learning.

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It

consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

From 2023, these tests are not mandatory but our school has chosen to continue to sit the tests and mark them in-house. Pupils will sit the tests by the end of June. All pupils sit the following tests at the end of Year 2:

- Reading
- Mathematics
- Writing (teacher assessment)

Year 4 Times Table Test

Year 4 children will do the times table test online in early June. They have 25 quick- fired questions that are recorded. There is no pass or fail but it is an indicator for the Department of Education on how pupils are learning.

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics – 3 papers 1 x arithmetic and 2 x reasoning
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) register. Depending on their need, they might be taught objectives from an earlier year group's curriculum so this can be appropriately matched to their cognitive level. Depending on the child they may be assessed on Lancashire PIVATS or using objectives from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils who require extended time are applied for. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. Staff identify children with speech and language issues and these are assessed using the Speech/Language Wellcom test. This assesses all aspects of speech and language and any child who is highlighted in red is discussed with our SENCO. Support is put in place. SEND pupils who are working a year or more below their year group objectives are set SMART targets within their Targeted Plans (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term and if relevant alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher feedback and through evaluations of their targeted plan. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

Termly, teachers revise their targeted plans following assessments and meet with the SENCO to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where

relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Reporting to Parents

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

- Parent Consultation Meetings twice a year:
 - October – focus on transition and how to help at home
 - February - what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- Targeted Plan review meetings for SEND pupils
- Termly report generated from Insight with core subjects, attainment and attendance (Years 1-6.)
- The results of any statutory assessments e.g. phonics screening and end of KS1/KS2 results.
-

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

The SLT team carry out monitoring with curriculum coordinators to evaluate the effectiveness of feedback; talk to pupils and use Pupil Book Study to evaluate effective teaching and feedback strategies.

Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment coordinators within our cluster of schools
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping
- Organising CPD for staff requiring support.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At St. Mary Magdalen's the following takes place:

- Pupil progress Meetings (4 per academic year) allow discussions around Reading, Writing and Mathematics assessments made
- Schools' Cluster: Moderation of Reading, Writing and Mathematics assessments
- Early Years staff meet termly with EYFS teachers in our cluster to moderate work for the EYFS profiles
- Year 2 and Year 6 teachers attend moderation twice a year led by an assessment advisor from the local authority (Year 2 may be subject to change as tests are now non-mandatory)
- When selected, Local Authority moderation also takes place