St Augustine's Catholic Primary School

Assessment Policy

Approved by:	Head Teacher	**Date:**	June 2025
Last reviewed on:	July 2024		
Next review due by:	June 2026		

School Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

Rationale

At St. Augustine's Catholic Primary School we believe in upholding the dignity and value of each individual, therefore any methods used to assess the performance of pupils must respect the individual's worth. We believe each child is entitled to the same opportunity within all aspects of school life. Assessment is one way in which we can assure this is happening. Assessment helps us to identify the needs of every individual pupil. This information helps us to plan future learning experiences and to facilitate continuity and progression between years and institutions by providing information for other teachers. We have evidence of what the child knows, understands and can do and wherever possible we involve pupils in the reviewing of their own progress. This gives us, and the pupils, the opportunity to recognise and give credit to a wide range of achievements, and to help the pupils identify areas where more development is necessary.

At St. Augustine's Catholic Primary School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of assessments help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the cohort, against the LA and the National standards.

Assessment is viewed as essential to, and an integral part of effective teaching and learning at St. Augustine's. Our assessments also provide information for others including:

- Parents to show progression/concerns, and involve them in the teaching process
- Other teachers and staff to help them plan and gain informed views
- Outside agencies to provide hard evidence of attainment
- SENCO to provide concrete evidence of attainment
- The Governing Body
- The School Improvement Consultant

Assessment at St Augustine's should be:
Positive
Manageable
Useful and used
Consistent

Aims

- To gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers what will be taught next.
- To ensure that assessment and recording is an integral part of the school's Performance Management system.
- To provide information to inform the school's strategic planning.
- To track individual progress.

Assessment is used in the following ways:

formative	the information gained "forms" or affects the next learning experience.
diagnostic	finding our what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
evaluative	informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
summative	systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment at St. Augustine's is characterised by:

- Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from Foundation Stage (Foundation Stage Profile) to Key Stage 1, Key Stage 1 to Key Stage 2, Key Stage 2 to Key Stage 3, and from one year group to the next within the school

- Careful analysis of performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils from ethnic minorities, with special educational needs, boys and girls, with English as an additional language, on free school meals and pupils who are looked after by the local authority.

Monitoring and Evaluation
The Assessment Leader ensures this policy is implemented consistently throughout the school using strategies such as discussion with teachers and pupils, sampling pupils' records and reports and sampling teachers' planning and record keeping.

Assessment Procedures at St. Augustine's

1. Statutory Assessment

a) **In Reception class**, the Foundation Baseline Assessment is completed in accordance with national guidelines

b) **Year 1 pupils** complete a phonics screening check.

c) For every child in **Year 2**, a teacher assessment must be made of the level achieved in English, Mathematics and Science. TA levels must be recorded before the end of the summer term. Standard tests in English and Maths at Key Stage 1, are non-statutory and if chosen to they will be administered in accordance with the instructions from QCA. The results of the tests are used to support teacher judgements.

d) **Year 4** Children complete the Multiplication Timetable Check.

e) For each child in **Year 6**, teacher assessments in the core subjects must be completed in the summer term. Tests in English and Mathematics, which are externally marked, are completed in May following a given timetable during a specified week.

2. Internal Assessment

In addition to the statutory requirements other assessments are carried out within each year group and subject area. They are as follows:

RE	Termly assessments based on the Come and See Scheme of work.
English	
Speaking and Listening	Observations (Reception Class)
Reading	Use of statutory assessments (Year 6) Reading Ages Standardised tests via NFER Assessments (Y2 (summer Term) – Y6) Optional tests in English for years 3-5 Sonar Tracker Statements
Writing	Marking and Feedback Policy Spelling Ages Standardised tests (Y3 – Y6) Sonar Tracker Statements
Mathematics	Formal assessment and observations (Rec) Sonar Tracker Statements White Rose assessment (Years 1-6) Optional tests in Mathematics for Years 1-5

Science	Boost Learning assessments (Y1 -6)
ICT	In class formative assessment
Foundation Stage	Formal assessment and observations (Rec)
Foundation Subjects (KS1 and 2)	Marking Policy Co-ordinators' subject files containing moderated,

Electronic Tracking using Sonar Tracker
Sonar Tracker is used to:

- track pupil progress throughout the school in a rigorous way. This enables both individual/group progress to be tracked and also provides teachers with targets for each of the core subjects (English, Mathematics and Science)
- analyse internal data to indicate strengths and areas for improvement within cohorts and subjects areas.

The SLT use external and internal data sources to provide the school with an overview of the progress of both individuals and cohorts on a local/national basis and this ensures that the school is continually striving for further improvement in terms of performance.

Work Sampling
As part of our planned monitoring programme, work sampling takes place for all core and foundation subjects, including RE.

Review
This policy will be reviewed on an annual basis.

Review Date: June 2025

Assessment Schedule

Autumn 1: Entry Level Assessments – Reception Class Reception Baseline Assessment

Autumn 2: End of Term Assessments in the following using Sonar Tracker:

RE Assessments, Age related standards

Spring 2: Standardised Reading and Tests – Year 2 to Year 6
End of Term assessments – Reception class using Sonar Tracker
End of Term Assessments in the following using Sonar Tracker:

RE Assessments, Age related standards

Summer 2 Foundation Stage Final Assessments
Year2 non- statutory Assessments
Year 6 Statutory Assessments
Year 1 Phonics Check

Optional Tests Y3 – 6
End of Term Assessments using Sonar Tracker to record Teacher Assessments

RE Assessments, Age related standards