St Vincent's Catholic Primary School

We grow, learn and achieve by following Christ

The mission of St Vincent's Catholic Primary School is '*We grow, learn and achieve by following Christ.*'

We aim to do this by:

- Fostering a life of faith through experience of a wide variety of prayer and liturgy.
- Developing Catholic practice.
- Encouraging social and moral values which enable the children to respect themselves and others.
- Continuing to develop a partnership with parents, parish and the wider community.
- Providing a stimulating learning environment.
- Showing a generosity of spirit in relationships.
- Reviewing and evaluating our methods and practices.

We are a sign of God's presence to each person we meet and we aim to create an environment where each person, regardless of race, religion, colour, sex, age, language, ability, job, background or family circumstance, feels valued and encouraged to develop a sense of worth, dignity, security and belonging. Parents send their children to school each day with the expectation that school provides a secure and safe learning environment in which their children can flourish. St. Vincent's, therefore, has to ensure that this expectation becomes reality. In order to do this there are a wide range of policies and procedures in place:

Name of Policy: Assessment

Ratified by: The Governing Body – St Vincent's Catholic Primary School

Named Governor: Mr Michael Arthur

Date: Autumn 2026

Signature: 

Effective Date: Autumn 2026

Review Date: Autumn 2028

Circulation: Available to all on website

Status: Current

This policy outlines the purpose, nature and management of assessment in our school.

At St. Vincent's one of our key aims is to enable every child to achieve their personal best and to have the highest expectations. We believe that this will be achieved through a close partnership with parents; pupils taking responsibility for their own learning and highly motivated, highly skilled staff. The purpose of the assessment policy is to ensure children know what they are doing well and what they need to do to improve. The knowledge gained through assessment will be used to direct learning and to inform teaching. It will also be used to ensure that the needs of individual children are met.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work and what to do next to improve their work;
- to help drive improvement for children and teachers by identifying gaps in learning and planning to meet the individual learning needs of each child;
- to allow teachers to plan work that accurately reflects the needs of each child and enables them to progress in their lessons;
- to measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance;
- to provide reliable information for parents that enables them to support their child's learning;
- to moderate outcomes between schools in our Deanery and Quadrant, to ensure consistency;
- to ensure we are keeping up with external best practice and innovation through networking with other schools;
- to provide the GB with an accurate picture of school performance that enables them to hold the leadership to account;
- to have a consistent approach that measures school progress against national standards.

Primary Assessment at St Vincent's

Our assessment system takes into account the criteria of the National Curriculum, whilst providing a greater focus on depth of learning. Assessment takes into account children's strengths as well as areas where they need support. It consists mainly of formative strategies and a range of recording methods.

Formative

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.

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

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards and flip charts to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short recap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.

- 1:1 or group discussions with pupils.
- Dive Deepers and verbal feedback

Retrieval Practice

Retrieval practice is any activity that requires you to generate an answer to a question. Some benefits to using retrieval practice include:

- Identifying gaps in students' knowledge
- Making connections
- Checking for misunderstandings
- Strengthening connections
- Making connections robust under pressure
- Making it easier to learn new things

The focus on learning is often trying to get information 'into' children's heads and hoping that it sticks. This is only short term learning. We aim to 'Stop the forgetting' by the use of daily retrieval practice. We know that daily assessment of a pupil's work is a performance indicator at that point in time. We recognise learning as being a change in the long-term memory of our pupils and the need for continuous re-visiting of concepts in order for their knowledge and understanding to be secured and the children remember what they already know.

Retrieval practice is used to bring prior learning to the forefront of the mind. The research suggests that the very process of trying to recall the information will strengthen that memory. When we try to remember something, that specific memory gets stronger. Each time they try to remember it gets stronger. Implementing retrieval practice must be sustainable for teachers' planning and feedback. It should therefore take low effort but use a variety of tasks and question designs.

There are many different techniques and tasks you can use, such as:

- Self-quizzing/ paired quizzing
- Self explanation
- Low stakes quizzes
- Brain dumps
- Summarise
- Recall success criteria
- Hide and seek with the knowledge in their brain
- Pair share
- Flashcards
- Exit tickets
- Multiple choice and short answer questions
- Cued and free recall
- Retrieval Practice Pyramid
- Individual Spotlight
- Retrieval tennis

Retrieval Expectations in Learning Journals

- This should take place in every lesson.
- Does not have to be in books every lesson - whiteboards and pens, oracy!
- Minimum of 3 Retrieval tasks evidenced in books a term.

For **consistency**, 'Dive Deeper' are to continue to be used in Science, History and Geography, to encourage more critical, deeper and challenging thinking in these subjects and link BTK with our other subjects. We continue to expect (over a term) a minimum of 2 for Geography, 2 for History and 2 for Science. Planning is key! These have taken the place of reflections in the journal.

Summative

At the end of every term, we hold an assessment week using summative test papers. These are Reading Comprehension and White Rose (Maths). These are used termly to support teachers with making accurate teacher assessment judgements. In science and art, pre and post assessments will take place for each topic from Years 1-6. This will allow the class teacher to see clear progress from the start of a topic to the end and help fill gaps and provide support for the children. These tests, alongside the teachers own ongoing formative evidence, give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year. This is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Leadership Team and SENCO meet to analyse the results and to plan appropriate targets and support.

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 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 making adequate progress.

The flat scale framework embodies the 'Point In Time' approach to assessment i.e. the teacher judges whether an individual pupil is working at the required standard against the curriculum objectives which have been taught so far. This is used to give a termly summative grade.

To provide extra clarity, the grade for pupils working below their current year group can be split to show which pupils are working within the correct Key Stage and which are working below.

The flat scale uses the grades Significantly Below Age Related Expectations (SBLW), Working Below (BLW), Working Towards, (WTS), Working At (EXS) and Working Above (GDS).

National/Transitional

At key points through primary school, children are assessed against national expectations.

These are:

- Baseline at the beginning of the reception year
- End of EYFS (Foundation stage profile)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of Year 4 (multiplication tables check)
- End of KS2 (Year 6 SATs)

Assessment of EYFS children.

Currently, children in EYFS are assessed against the Foundation Stage Profile and the seventeen Early Learning Goals.. Children are reported as to whether they are 'emerging', 'expected' for each ELG and whether they have achieved a good level of development(GLD) at the end of the year. All children entering Reception undergo a baseline assessment which is practical and interactive.

Year 1 Phonics Screening

In June, all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Year 4 multiplication tables check

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future

success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

Year 2 and Year 6 children will be assessed against the end of key stage performance descriptors for the national curriculum. Children in year 2 and year 6 will still continue to sit test papers (see below). In Year 2, the test papers/tasks will be used to inform teacher assessment. Writing for both year 2 and year 6 will continue to be teacher assessed.

National Curriculum Assessments will be as follows:

Year 2 – all subjects teacher assessment

1. Reading test, used to inform teacher assessment

2. Maths test, used to inform teacher assessment

3. Spelling, punctuation and grammar, used to inform teacher assessment

4. Writing teacher assessment

Year 6 – a mix of tests and teacher assessment

1. Reading test, externally marked

2. Maths test – arithmetic and two problem solving papers, externally marked

3. Spelling, punctuation and grammar test, externally marked

4. Writing teacher assessment

Assessment in Years 1-6 (other than statutory end of Key Stage tests):

For each year group, there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year.

In order to make a judgement on the ARE's of a child, we use a range of evidence – work in books, tests, mini assessments, observations, annotated planning.

Over the year, the percentage of objectives a pupil has met will be tracked using our online assessment system in ARBOR.

Non-core subjects:
Learning in non core subjects is defined in during each unit:

Core learning – those skills and knowledge that are the 'non-negotiable' pieces of learning in that unit during each theme that is taught. These link to the skills progression maps in each subject and ensure that pupils are being given explicit exposure and modelling of subject specific skills.

Attainment descriptors are used by teachers to guide their planning and help formulate learning objectives. When assessing pupils they also help to identify gaps. Retrieval questions are used through each theme to highlight key skills taught. Big questions are also used at the beginning of each theme and then revisited at the end of the theme and the deepening knowledge will be assessed.

Deepening concepts: These are the ideas that may underpin the core learning or provide abstract links to other subjects or contexts, for example linking a theme in a period of history to the modern day. Lessons will expose pupils to these links and prepare pupils to complete a high-quality final outcome that shows what they have learnt.

As for core subjects, skills are defined for all year groups. At the end of each term these are used by teachers to define attainment.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our assessment information is accurate and consistent across the cohorts, school, and Borough/ Quadrant. Teachers are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

1) With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,

2) With colleagues from other schools- Deanery/ Quadrant

3) By attending LA sessions to ensure our judgements are in line with other schools

Religious Education

The RE lead provides each unit with a specific "main standard" outlined in the medium term plan - this forms the focus of the formal assessment piece at the end of the unit. Over the course of the academic year, each of the AT1 standards within the relevant phases framework are visited as a "main standard" at least once therefore allowing the children to be formally assessed within each AT1 (Knowledge and Understanding 'learning about') standard at least twice over the course of the phase. In KS2, each formal assessment piece includes at least one question which allows the children to demonstrate their AT3 (Analysis and Evaluation) skills.

Assessment within RE is also ongoing throughout the course of the unit. Within medium term planning sessions, class teachers identify relevant "subsidiary standards" which may be assessed informally over the course of a given lesson. These informal assessments, combined with formal written assessment pieces, allow class teachers to provide an accurate termly summative assessment of a child's RE knowledge.

Tracking pupil progress

Assessment information is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE and for plan/evaluating intervention. Children who are underachieving or making slow progress will be the focus of meetings to support the identification of gaps and barriers with Teachers/ TAs and Inclusion leader. ***See Appendix 1 for the assessment cycle.***

Senior leaders, middle leaders and the SENCO all complete an analysis of the assessment information to review progress for their specific area of responsibility. The Headteacher creates comparative reports for benchmarking and sharing with Governors.

Reports and sharing information with stakeholders

- Each term the governors receive an assessment information report prepared by the headteacher.
- Parents' evenings are held twice a year where teachers share learning progress information with parents.
- Parents receive three reports a year. In the reports the teacher will refer to the progress a child has made and the areas for development.

Assessment in the classroom

Teachers will assess within lessons and across units of work to ensure children are progressing. Tasks will be used at the start of a lesson/unit of work to create a baseline to allow the teacher to measure progress at the end of the lesson/unit of work. This information will be used to plan next steps of learning, ensuring we are always building on what children already know.

Judgements against the key objectives identified in ARBOR will be made regularly to ensure the teacher can track the progress of individuals, key groups and the class.

Reporting to parents

Parents' Evenings/ meetings are held twice a year in the Autumn and Spring terms. The Autumn term are class base Stay and Learn sessions. Parents are able to come in during the class' soft start, sit with their child, look through their books and speak to the class teacher. They are able to see their child in their class environment. In the Spring term, the meetings are set up during an evening in the hall where all parents are offered the opportunity to sit down with their child's class teacher to discuss their progression and targets for the rest of the year.

Parents also receive three reports a year.

- Autumn- End of term grade, effort grade and scaled score from English and Maths test (see appendix for scores table).
- Spring- End of term grade and Scaled score from English and Maths test.
- Summer- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development. The pupil's attendance record. Scaled score from English and Maths test. Year 1 will receive their phonics screening score, Year 4 their multiplication skills score, Year 2 and 6 will also contain the results of their end of key phase national assessments.

Review

This policy will be reviewed regularly throughout the year by the senior leaders to ensure it accurately reflects school, Borough and national developments.

Appendix 1 - Assessment / Tracking Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**EYFSP**	**EYFSP** (PUPIL PROGRESS MEETINGS)	**EYFSP**	**EYFSP** (PUPIL PROGRESS MEETINGS)	**EYFSP**	**EYFSP** (PUPIL PROGRESS MEETINGS)
Reception	**ON ENTRY BASELINE** (GL Assessment) **EYFSP**	**EYFSP** (PUPIL PROGRESS MEETINGS)	**EYFSP**	**EYFSP** (PUPIL PROGRESS MEETINGS)	**EYFSP**	**EYFSP** (PUPIL PROGRESS/ TRANSITION MEETINGS)
Year 1	**BASELINE** ***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **KS1 Phonics Screening** **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)

Year 2	**BASELINE** ***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose(Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **KS1 SATS** **End of Term** **Summative** (PUPIL PROGRESS MEETINGS)
Year 3	**BASELINE** ***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)

Year 4	**BASELINE** ***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)
Year 5	**BASELINE** ***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)

Year 6	**BASELINE** ***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **End of Term** **Summative** **Reading and White Rose (Maths) Progress Assessments** (PUPIL PROGRESS MEETINGS)	***Diagnostic Tests:*** Writing Religious Education Science Humanities	**Half Term: In house** progress tests – **ARBOR** objectives **KS2 SATS** **End of Term** **Summative** (PUPIL PROGRESS MEETINGS)

In order to fulfil the following progress charting, Progress Assessments will include formal (non-standardised) teacher assessments in all curriculum areas

Attainment Grades	
Exceeded/ Greater Depth- GDS	**Deeper understanding is being shown**- Working Above
Expected/Secure- EXS	**Expectations are achieved-** Working At
Developing- WTS	**Is showing understanding in that area-** Working Towards
Emerging- BLW	**Just starting to learn a new skill**- Working Below
Significantly Below Age Related Expectations- SBLW	**Working at pre-key stage standard**

Diagnostic Assessment: "What comes first – the chicken or the test?"

Diagnostic Assessment provides us with information about each child's prior knowledge before beginning a lesson/topic We use a diagnostic assessment to assist us in developing lesson plans and providing differentiated tasks to meet children's needs.

Formative Assessment – "So, what did you learn today?"

Formative assessment helps us to find the gaps between what children have learned and where they are struggling. A formative assessment not only includes tests and homework but is also an interactive process with the children.

Summative Assessment – "What's for dessert?"

A summative assessment is typically given to children at a specific point to measure their understanding.

Appendix 2- Scaled scores and Effort Grades for Parental Reports

Year 1 Reading		Year 1 Maths	
Scaled Score	**What does the Scaled Score mean?**	**Scaled Score**	**What does the Scaled Score mean?**
0-25	Emerging in the curriculum	**0-75**	Emerging in the curriculum
26-63	Developing in the curriculum	**76-100**	Developing in the curriculum
64-88	Secure in the curriculum	**101-112**	Secure in the curriculum
89-100	Exceeding in the curriculum	**113+**	Exceeding in the curriculum

Years 2- 6 Scaled Scores for Reading		**Years 2- 6 Scaled Scores for Maths**	
Scaled Score	**What does the Scaled Score mean?**	**Scaled Score**	**What does the Scaled Score mean?**
0-75	Emerging in the curriculum	**0-89**	Emerging
76-100	Developing in the curriculum	**90-99**	Developing

101-112	Secure in the curriculum	**100-109**	Secure
113+	Exceeding in the curriculum	**110+**	Greater Depth

We have also put in an effort grade. Please see the explanations below to help explain the grade.

1 - An **outstanding** approach to this area of the curriculum with an exemplary attitude at all times

2 – A **good** approach to this area of the curriculum; regularly demonstrating a positive work ethic

3 – A **satisfactory** approach to this area of the curriculum demonstrated on most occasions although, on occasion, can be inconsistent

4 – An **unsatisfactory** approach to this area of the curriculum demonstrated on most occasions