



St Nicolas CE Primary School

ASSESSMENT POLICY

HEADTEACHER SIGNATURE:

A handwritten signature in black ink that reads "A. Spoon".

DATE ADOPTED:

January 2024

DATE FOR REVIEW:

January 2026

Additional notes:

Cross reference with the following policy/ies:

Refer to Marking & feedback policy

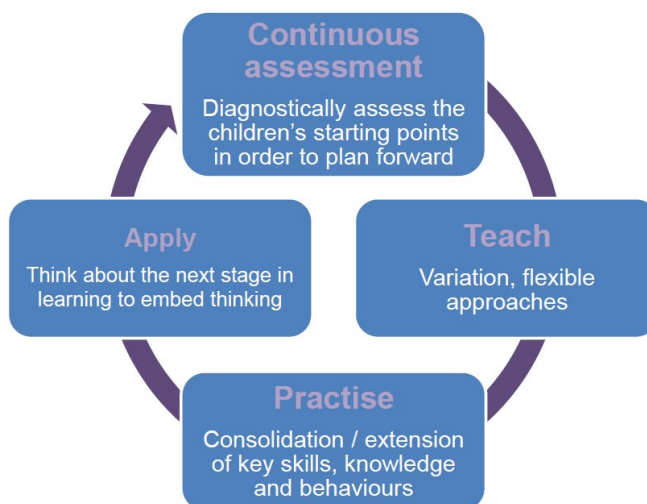
Assessment Policy

At St. Nicolas school the main purpose of assessment is to help pupils, teachers and parents plan their next steps in learning. We believe that assessment provides the basis of informed teaching, helping pupils to reach their potential and build on previous learning. Our assessment processes aim to inform school leaders, governors and the wider community of pupil achievement.

Assessment for Learning

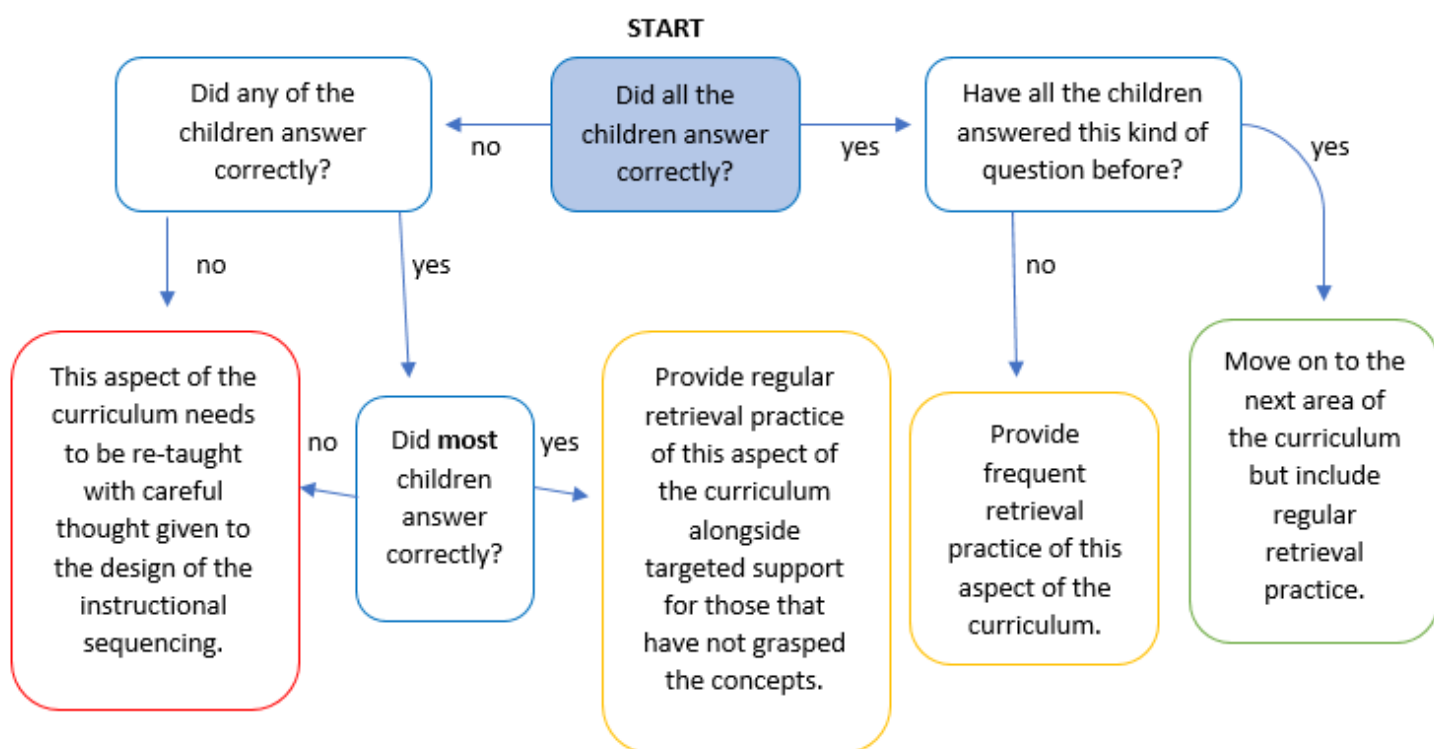
High quality and on-going effective assessment is the basis for teachers to make decisions on the content which should be secured before moving pupils on. Formative assessment becomes a frequent, low-risk, useful tool for determining when a pupil is ready to move on with their learning. Effective teachers continually and effectively update what they know about each child's progress and use the information to carefully plan their next steps. To ensure all pupils make good progress, teaching staff continually review, respond and assess so they can address misconceptions during a lesson. Effective teachers find out what children need to learn, teach clearly and support children to practise and apply it!

Diagnostic assessment



“There is no learning without remembering”-Socrates

Regular use of mini-quizzes help children to revisit and remember what they have already learnt to make it ‘stick’. By providing regularly retrieval practice of a subject area, children are able to demonstrate where they have met curriculum expectations and where aspects need to be retaught. The model below shows how teachers might use AfL techniques to ensure work is pitched correctly and children are challenged.



David Didau, 2021

<https://learningspy.co.uk/assessment/why-using-the-curriculum-as-a-progression-model-is-harder-than-you-think/>

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

Assessment across the curriculum

To ensure the key knowledge and skills are sufficiently understood and that children have secure foundations without gaps, each of our projects have clear outcomes for each subject (not in P.E.). Teachers keep a record of whether a child has achieved the subject expectation at the end of each project.

Teachers use tasks designed to provide an outcome to show what children have learnt and understood. These tasks provide an opportunity for assessing the long term memory as well as 'in the moment' learning. These might be Big Questions, purposeful activities that demonstrate outcomes, written outcomes, or summative assessments.

Children's progress in subject specific vocabulary is recorded using our vocabulary progression document.

Summative assessment

Summative assessment provides accurate information regarding a child's attainment and progress at a point in time. Teachers at St. Nicolas record a summative judgement for pupils at three assessment points in the year and record them on our tracking system. This data is used to monitor achievement and provide information about cohort strengths and areas to prioritise. This information is shared with parents at Parent Teachers Interviews and in the end of year report. We encourage parental involvement and contribution about their child's attainment and progress by sharing their child's Learning Card during discussions.

When appropriate, we use standardised tests to record performance in a specific area. Tests may be used periodically as part of the assessment process to identify progress and gaps in understanding.

We ensure statutory assessments at the end of the EYFS, KS1 and KS2 are carried out.

Six times a year, a piece of assessed writing is recorded in a child's assessment book. This shows how a pupil's writing progresses over time and is used during the moderation process.

Assessment in the Early Years Foundation Stage

In our Reception classes, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Practitioners use the Tapestry app on i-pads to record children's observations and future targets. Parents are invited to engage with their child's learning journey to view observations and add comments and photos from home.

Within the first six weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, the EYFS profile is completed for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local partnership schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Learning Cards

At St. Nicolas we use Learning Cards which give details of the curriculum they are learning in the form of child friendly 'I can...' statements taken from the National Curriculum. Pupils understand clearly where they are in their learning and what skills make a good reader, writer and mathematician.

Through observation, discussion, marking and records of work, teachers decide if an objective has been met. Teachers record a coloured mark on the card to show which term the child achieved the statement in (Autumn – Pink, Spring – Yellow, Summer – Green).

When they have two ticks, the child will have achieved the expected standard for that objective. Three ticks show that a child has achieved mastery/greater depth in that objective. Teachers use the information on the cards when planning to ensure they are targeting focus groups.

At the summative assessment points, teachers use the information from the Learning Cards to make a judgement in relation to year group expectations:

- Emerging = mastered objectives in previous year and beginning to work on objectives in next year.
- Developing = working on the current year objectives.
- Expected = met the required objectives for the end of year.
- Mastering = has met the current end of year objectives and is broadening and deepening understanding and application.

Where a pupil is assessed as exceeding the relevant criteria in a subject for that year, they will continue to be challenged in order to broaden and deepen their understanding.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on judgements in the following ways:

- With colleagues in school
- With colleagues from other school in the Abingdon Partnership
- By attending local authority (LA) moderation sessions and LA external moderation to ensure our judgements are in line with other schools
- Subject coordinators and senior leaders moderate work during the assessment cycle.

Pupil Progress meetings take place three times a year to review the progress of pupils. The outcomes of these meetings inform which children require adapted provision in class or an intervention to make accelerated progress.

Reporting

A written report for each child is sent to parents/carers at the end of the Summer term. Reports outline a child's progress in the subjects taught and include a personal comment. Targets for literacy and numeracy are also set. For children in Year 2 and 6, additional information including details of the SATs testing will be provided. There is an opportunity for parents to discuss any issues arising from the report. For children in Year 1, information about the statutory phonics screening check will also be provided.