



St Richard's CE Primary School

Assessment Policy

2024-25

This policy was reviewed:	Autumn 2024
This policy will be reviewed again:	Autumn 2025
This policy will be reviewed by:	SLT/Quality of Education Committee
Statutory policy:	No
Source:	SLT



Assessment Policy 2024-25

Formative Assessment (Target tracker statements)

The National Curriculum sets out clear expectations of what children should achieve by the end of each key stage and, for English, Maths and Science, provides guidance for when each phase of this content should be covered. Target Tracker translates this information into Statements. At St Richard's it is our policy to assess against all Statements for Reading, Writing and Maths.

Teachers must record a formative assessment against each of the Statements relating to a particular subject. A child can be assessed against a particular Statement as Not Begun, Working Towards, Achieved or Mastered. At St Richard's, we define these terms as follows:

- Not Begun – Content has either not yet been taught or the child is working at a lower level (i.e. accessing content relating to an earlier chronological year band)
- Working Towards – Content has been taught and the child is beginning to form a grasp of the Statement. They may have demonstrated on 1 or 2 occasions that they can do it.
- Achieved – The child has demonstrated that they can do it on at least 3 separate occasion.
- Mastered – The child has a solid grasp of the Statement and has demonstrated this on numerous occasions **and** either used it in a cross-curricular way, shown other children, or is able to explain the underlying reasoning.

A child that begins the year with sufficient grounding in the curriculum for the previous academic years (w+, s or s+), will be assessed against the Statements relating to his/her chronological year band.

Children who are still learning the curriculum for previous years, will be assessed against the relevant Statements in those years. Year 1 pupils who are working below the beginning of the Year 1 band can be assessed in the EYFS bands.

For our more able children, it is our policy not to teach the curriculum above chronological age group but to encourage broadening and deepening of their knowledge to achieve Mastery level against the relevant Statements.

Summative Assessment (Target tracker steps)

To track pupil attainment, teachers assess pupils **four times a year** in Reading, Writing and Maths. For Science and the foundation subjects, these should be assessed and recorded **twice a year**. All should be recorded as Steps on Target Tracker. Each year band is broken down into six Steps. To ensure the Steps are consistently applied throughout the school, we at St Richard's have developed a set of 'must have' statements available on the shared area and target tracker which have been moderated locally.

To attain the expected standard at the end of 6, children need to be working at W+ or better by the end of the year in line with the DfES framework.

Summative assessments will be recorded 4 times a year – **Autumn 1, Spring 1, Summer 1 and Summer 2.**

At the end of the year, assessment at each of the Steps should reflect a teacher's assessment of a child's attainment in relation to age-related expectations as follows:

B	
b+	Below age-related expectation
W	Working just below age related expectation
w+	Just within age-related expectation
s	At upper age-related expectation
s+	Above age-related expectation

Although our policy is not to teach above chronological year bands, it may, in exceptional circumstances, be appropriate to *assess* a child in the band above their chronological age (e.g. where a child demonstrates knowledge or ability that hasn't been taught in school). A child assessed above their chronological age band will be working significantly above age-related expectation.

See Appendix B for information on statutory assessment in the EYFS.

Target Setting and Progress

Progress will be monitored through pupil progress meetings.

Autumn 2024 Pupil Progress Meetings & Data Input		
	Autumn 1	Autumn 2
Teacher to prepare before meeting	<ul style="list-style-type: none"> Confirm summer 2024 end of year judgements and update Target Tracker steps for R, W & M for autumn 1 by Friday 25th October 2024. <p>Meeting 1:</p> <ul style="list-style-type: none"> Discussion around full assessment of any new children Look at groupings and interventions Come prepared to identify SEN / PPG pupils and their attainment/progress from previous year. Early years – conversation about cohort, how they have settled. 	<p>Meeting 2:</p> <ul style="list-style-type: none"> Data look <i>Appraisal target setting</i>
Agenda for the meeting	<ul style="list-style-type: none"> Review teacher assessments Pupil by pupil discussion Review groups Set targets including Reception EYFS GLD, Y1 & 2 Phonics, Y4 Times tables, Y6 SATS Agree interventions 	<ul style="list-style-type: none"> Check data before meeting <i>Look at teacher standards</i>

Spring 2024 Pupil Progress Meetings and Data Input	
Spring 2025	
Teacher to prepare before meeting	<ul style="list-style-type: none"> Update Target Tracker Steps for R, W & M for spring 1 by half term. Update Target tracker with assessment step for science and foundation subjects (mid-year) Meeting 3: Pupil Progress Full assessment of any new children Come prepared to identify any pupils who have not made 3 steps progress since July 2023 (Y2-6) and 2 steps since autumn 1 (YN- 1) and carry out analysis of key groups in your class <p><i>Midyear Appraisal meeting will also take place in Spring 2 – dates TBC</i></p>
Agenda for the meeting	<ul style="list-style-type: none"> Review teacher assessments Review predictions for Reception EYFS GLD, Y1 & 2 Phonics, Y4 Times tables, Y6 SATS Pupil by pupil discussion Review pupils who have not made expected progress and set targets and agree interventions Review teacher’s analysis of groups

Summer 2024 Pupil Progress Meetings, Moderation & Data Input			
Summer 1			
Teacher to prepare before meeting	<ul style="list-style-type: none"> Update Target Tracker Steps for R, W & M for summer 1 by half term Update Target tracker with assessment step for science and foundation subjects by 4 July Meeting 4: Pupil Progress after half term Full assessment of any new children Review predictions for Reception EYFS GLD, Y1 & 2 Phonics, Y4 Times tables, Y6 Writing Teacher Assessments Come prepared to identify any pupils who have not made 5 steps progress since July 2024 (Y2-6) and 4 steps since autumn 1 (YN- 1) and carry out analysis of key groups in your class 		
Agenda for the meeting	<ul style="list-style-type: none"> Review teacher assessments Pupil by pupil discussion Review predictions/targets Review pupils who have not made expected progress and set targets and agree interventions Review teacher’s analysis of groups 		
Final data Submission			
Summer 2			
N	Update Target Tracker Summer 2	Friday 4 July	
R	EYFSP data ready for submission Update Target Tracker Summer 2	End of June TBC Friday 4 July	Meet before submission
1	Submit Phonics Check data from 9 June 2025 Update Target Tracker Summer 2	Phonics screening Friday 4 July	Meet before submission
2	Submit Phonics Check data SATs if appropriate for child Update Target Tracker Summer 2	End of June TBC Testing June 2025 Friday 4 July	

3	Update Target Tracker Summer 2	Friday 4 July	
4	Complete Times table tests electronically Update Target Tracker Summer 2	2-13 June 2025 Friday 4 July	
5	Update Target Tracker Summer 2	Friday 4 July	
6	Submits KS2 SATS teacher assessments R, W, M & Sc Update Target Tracker Summer 2	End of June TBC Fri 4 July except test subjects	Meet before submission
Appraisal review will take place in July 2025			

Statutory Assessments 2024-25

EARLY YEARS

Acorns

Two year old progress check (to be completed by the end of the first half term after a child turns two)

Reception baseline assessment

Schools must complete the reception baseline assessment for each child in the first 6 weeks after they enter reception.

Early years foundation stage profile assessment

Schools must complete the early year's foundation stage profile assessment between April and June of the academic year in which children turn 5, which is usually the reception year.

KEY STAGE ONE

Optional key stage 1 tests (Y2)

It is recommended that the optional key stage 1 tests are administered during May 2025. We will assess children, if appropriate, using the SATs papers in June 2025.

Phonics screening check (Y1)

Schools must administer the phonics screening check within the 1-week period from Monday 9 June 2025.

KEY STAGE TWO

Multiplication tables check (Y4)

Schools must administer the multiplication tables check within the **2-week period from Monday 2 June 2025**.

Key stage 2 tests (Y6)

The statutory key stage 2 tests are timetabled from **Monday 12 May to Thursday 15 May 2025**. Scaled score with 100 representing 'expected standard'

In-school progress

We have a 'must have' baseline. We define good progress as 6 steps per year for pupils with no SEND or other significant need in Y2- Y6. 5 steps could represent sufficient progress depending on the circumstances. Good progress in EYFS and Y1 is defined as at least 5 steps.

More able children

Our more able children may be starting the year at secure + in the lower age band. The most these children can be assessed at the end of the current year is again secure +, hence from a purely arithmetical Points Progress measure,

these children can only ever be shown to have made sufficient progress. At St Richard's, we will demonstrate better than sufficient progress for our more able pupils by turning the statements yellow to indicate Mastery on a Statement by Statement basis.

Target Tracker is colour-coded with Mastery depicted in yellow. Hence, a more able child that has made better than sufficient progress will have more Statements coloured yellow than in the previous year, or achieve gold Statements earlier than in the previous year. This will be supported by work scrutiny and other sources of evidence.

Reporting to Parents

Teachers will discuss with parents, through Learning Conversations which will now take place in the hall, how a child has settled into their new year group, both from a social and from a behaviour for learning perspective; where a child is on their progress towards acquiring the skills and knowledge that relate to their year's programme of study, and a child's next steps.

Parents will be told whether their child is on track to meet expected standards or not using the following wording: is working on a previous year group's curriculum; working below; just within; at the upper range of; or above age-related expectation.

Reporting to Governors

Attainment and progress data is shared with governors as follows:

Autumn

School V National statistics for EYFS, Y1 Phonics, Y4 maths Times Tables Check, KS2 SATs
Set targets for statutory assessments

Spring

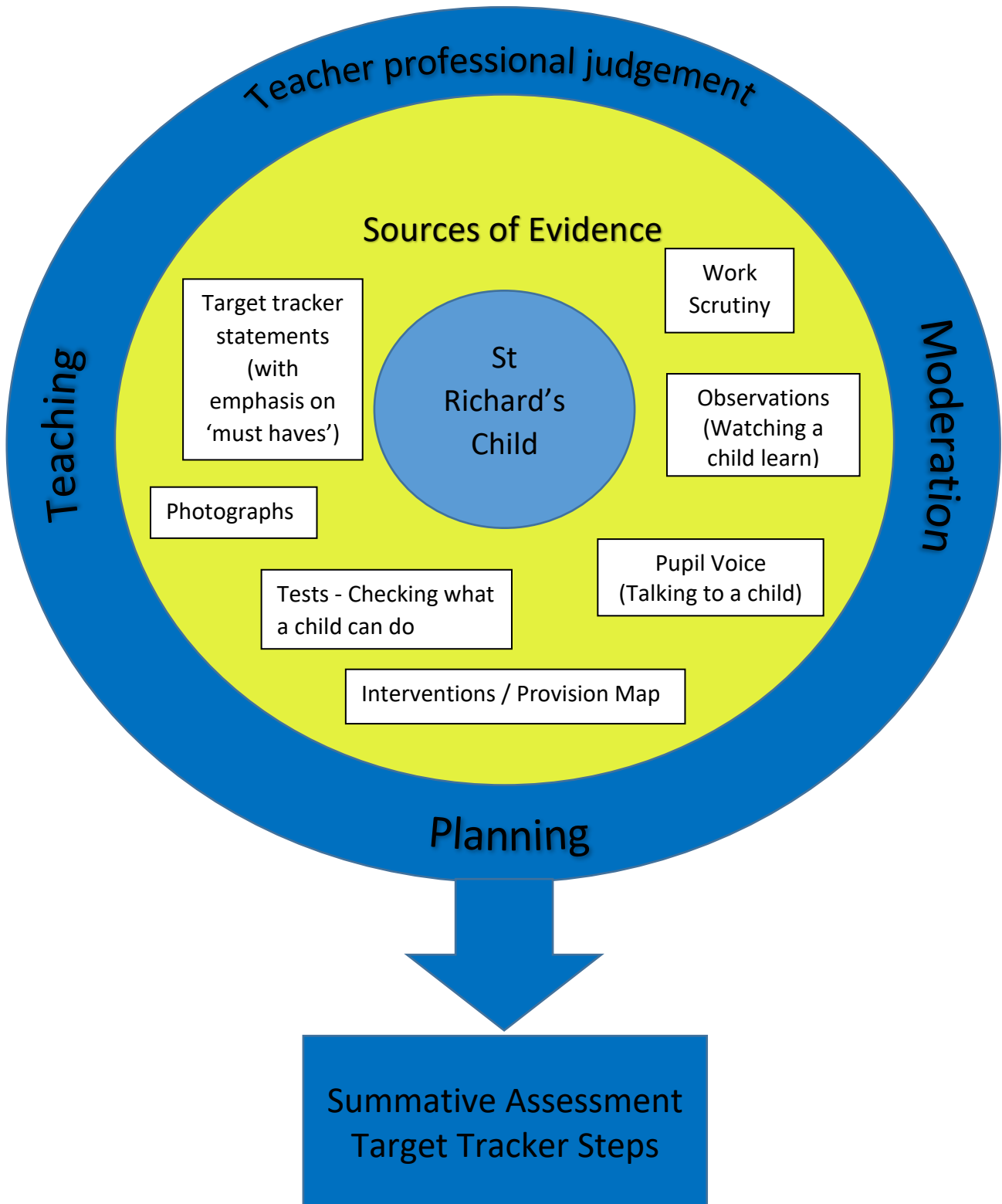
Year to date attainment v expected by year group
Mid-year progress data by year group
Update on Targets for statutory tests and assessments

Summer

Update on statutory tests available.

Assessment at St Richard's

St Richard's aims to ensure children make the best possible progress and outcomes. This diagram is a representation of the important features of our assessment process and how summative assessment is reached.



APPENDIX B

EYFS Assessment

Formative Assessment

Assessment through observation and interaction with children is a key part of our early years' practice and all practitioners in Acorns, Nursery and Reception are involved in the assessment and subsequent planning for children to ensure they are individually challenged to learn. These observations and assessments should be uploaded onto Target Tracker as they form an important part of evidence for each child.

Summative Assessment

Observations and notes of child initiated learning form the bulk of evidence (80%) for our judgments when carrying out summative assessments such as the 2 year old check (Acorns) or the EYFSP (Reception). Practitioners may additionally develop some activities to help make these assessments (20%).

The assessment procedures/timings are the same for Early Years as they are for Years 1 to 6. They will also assess within the year bands using Target Tracker.

In the updated Early Years framework, the age/stage bands are as follows: birth to 3 years, 3-4 years and children in Reception.

Within the first 6 weeks, children in Reception must complete the Baseline using the government materials. Children don't get individual scores but data used to calculate valued added when they reach year 6.

A typical child, as deemed nationally typical by the DFE, enters Reception at the beginning of Reception having attained all of the statements for the birth to 3 years age band and the 3-4 year band. They would enter Reception at the 'beginning' Reception band on Target Tracker and make 5 levels of progress during the year. At the end of the year the child would meet all of their ELG (of which there are 17); this would be deemed an expected level of progress or a Good Level of Development.

A typical child, as deemed nationally typical by the DFE, enters Nursery at the beginning of 3-4 years band and having attained all of the statements in the birth to 3 years band. They would be expected to make 5 levels of progress finishing their Nursery Year attaining a majority of the statements for 3-4 years; this would be deemed an expected level of progress.

The statutory assessment for the end of the EYFS is on the completion of the Early Years Foundation Stage Profile. This is completed by all Reception class practitioners after internal and external moderation and checked by the Head Teacher. The completed profile is sent to the LA at the beginning of June, the LA checks the data and they send it to the DFE at the beginning of July.