



St Mary's Catholic Primary and Nursery School

SCHOOL ASSESSMENT POLICY

"Inspiring children to love learning"

*St. Mary's Catholic Primary School and Nursery values all children for their unique gifts and talents.
Each child is encouraged to reach his or her full potential, academically, socially and spiritually.*

Children are nurtured and supported as they grow to become curious, confident and independent learners, who work hard and aim high.

All are welcomed into our happy caring catholic school community, which has the Christian values of love, patience, generosity, kindness and mutual respect at its heart"

Assessment Summary Sheet

Developing				Expected		Above
Working towards Age Related Expectations				Minimum expectation for all children		Working at greater depth
Below year group	D	D+	D++	E	E+	A
Accessing AREs from a previous year group – use appropriate year group	Accessing but not meeting AREs	Less than 40% of Key Performance Indicators met	Less than 80% of Key Performance Indicators met	About 80% met	100% met. Errors are sometimes evident. Children begin to work at greater depth.	100% met. Errors are occasional and confidence is shown Children consistently working at greater depth
Language to use when reporting to parents (during and end of year)						
Working outside of age-related expectations (Specify year group if appropriate)	Working towards age-related expectations			Working within/Expected	Working well within/ Securely Working In expected	Working above expected

Child working at this point by end of year	Child moves to this point in September of following academic year	Minimum expected by Autumn half-term	Minimum expected by end of Autumn Term	Minimum expected by end of Spring Term	Minimum expected at end of year
Accessing AREs from earlier Year group	Move to same point Set personalised Targets	Review progress against personalised targets Set new targets as appropriate	Review progress against personalised targets Set new targets as appropriate	Review progress against personalised targets Set new targets as appropriate	Review progress against personalised targets Set new targets as appropriate
D, D+, D++	(previous year)D+,D++	D	D+	D+/D++	D++/E
E	D	D+	D+	D++	E
E	D	D+	D++	E	E+
A	D+	D++	E	E+	A

Assessment During Year

- Teachers must be aware that this is not a 'best fit' model so children need to meet all Key Performance Indicators for their year group to be securely Expected.
- We consider 3 steps to be good progress, less than 3 steps inadequate progress and more than 3 steps Accelerated progress.
- Teachers must assess all core subjects termly using a common format against End-of-Year Expectations(Staffordshire Entrust), and make observations about pupils' progress and attainment
- Pira and Puma tests can be used to summatively assess maths and reading. Progress in reading can also be assessed using the tool of accelerated reader for KS2.
- SEND children will also be assessed against their I.E.P targets.
- Statutory tests will be done at all key stages
- We expect that 80% of the children to make strong progress and 20% accelerated progress.

EYFS assessment

Children are assessed according to development matters bands. They are assessed on entry into nursery and then on a termly basis, this is the same for Reception children. We expect children to make 3 steps across a year in both nursery and Reception. We then assess Reception children at the end of the year against the Early Learning goals and decide if the evidence suggests a good level of development or above the level or below.