



Assessment within the Primary Phase

At Saint George's Primary Phase, we follow the Chris Quigley 'Essentials' curriculum which sets out coverage, learning objectives, standards and progress measures which are required for all subjects.

This means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill, when they have not yet truly mastered the previous. Such thinking is encapsulated in the following image:



At Saint George's Primary Phase, the aim is to challenge our children to become independent, well-rounded individuals who take ownership of their learning and become deep thinkers. We want children to be taught the skills and the confidence to dive for wisdom and learning through discovery – a key skill when they enter their secondary phase of learning.

We want our children to be able to apply their knowledge and skills in a range of contexts both in school and in real like situations.



How will the children be assessed?

Children in EYFS will be assessed on entry and using ongoing assessments throughout their first year in school. They will be formally assessed at the end of their first year, against the Early Learning Goals.

For Maths, GPAS (Grammar, Punctuation and Spelling) and Reading, the children will be assessed formally twice a year in Years 1, 3, 4 and 5 and three times a year in Years 2 and 6. These assessments give the children a standardised score.

What are standardised assessments?

Standardised tests are based on key areas of the curriculum and test the knowledge that each child has acquired against the criteria of a subject's programme of study. Furthermore they:

1. Provide quantifiable evidence of a child's progress.
2. Allow a comparison of children against their peers of the same age both locally, nationally and internationally.
3. Enable the consideration of a child's actual age when measuring progress.
4. Help with measurements of small increments of progress.

A standardised score of 100 represents a child working securely at the Expected level.

Formative Assessments

For all other curriculum areas for Years 1-6, learning will be grouped into three Milestones:

- 🛡 Throughout Years 1 and 2, all children will be assessed on the concepts contained in Milestone 1.
- 🛡 During Years 3 and 4, all children will be assessed on the concepts contained in Milestone 2.
- 🛡 Finally, in Years 5 and 6, all children will be assessed on the concepts contained in Milestone 3.

During each term we will continuously assess the depth of children's understanding within that term's Milestone – whether it is Basic, Advancing or Deep and how this correlates to Working Towards, Expected and Greater Depth, which is indicated in the table below:



Year Group	Milestone	Working Towards	Expected	Greater Depth
1	1	Basic 1	Basic 2	Advancing 1
2		Advancing 1	Advancing 2	Deep
3	2	Basic 1	Basic 2	Advancing 1
4		Advancing 1	Advancing 2	Deep
5	3	Basic 1	Basic 2	Advancing 1
6		Advancing 1	Advancing 2	Deep

These points are not just a label given to a child: Basic is not less able than Deep. Rather, they allow staff to determine each child's level of understanding of a concept in the curriculum.

All children begin each Milestone at the **'Basic'** level. At this level they are acquiring new skills and are dependent upon the support of adults to learn new concepts. A child at the 'Basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills, essential in a specific milestone. For a child to achieve **Basic 1** they will have some evidence of the **'Basic Milestone'**, whereas a child who is assessed as **Basic 2** will have **widespread** evidence.

Once children can demonstrate this ability on multiple occasions, they move to the **'Advancing'** stage. They are now more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically, they can: explain, classify, infer meaning, make predictions, interpret, summarise, and apply their skills to solve problems. For a child to achieve **Advancing 1** they will have **some** evidence of the 'Advancing Milestone', whereas a child who is assessed as **Advancing 2** will have widespread evidence.

Finally, some children may reach the **'Deep'** level of thinking. This involves high level cognitive challenge, where children are expected to apply their skills to a range of complex contexts without the guidance of adults. At this stage, children can: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design, and prove. At a **'Deep'** level, children will have **'Mastered'** all the skills and concepts taught. It is important to note however, that only **some** children will reach this level of understanding during their learning journey.

In Key Stage 1 or 2, if a child is reported as **'Significantly Below/Below'**, in any curriculum area, this represents that they are not currently working at the 'Basic' level of understanding.



How will I know if a child is making progress?

All children will be expected to make rapid progress from their starting point. If a child leaves Reception at the '**Emerging**' stage and they make good progress, they will leave Year 2 at '**Basic/Advancing 1**'. However, at the end of Year 4 and 6, they will be expected to leave at '**Advancing**'.

Alternatively, if a child left Reception at the '**Expected**' stage, they should leave Years 2, 4 and 6 at '**Advancing 2**'.

However, if a child left Reception at the '**Exceeding**' stage, they should leave Years 2, 4 and 6 at '**Advancing 2/Deep**'.

In terms of judging progress against the standardised scores, quite often the score will remain the same. This is since in order to achieve the same standardised score throughout the year, it is progressively more difficult.

For example, it may be that in the Autumn, to achieve a standardised score of 100 (expected) a child may have to get 10 questions correct. Whereas in Summer, to get the same standardised score, a child may have to get 20 questions correct.

Statutory DfE Assessments

Early Years Foundation Stage (EYFS)

In EYFS pupils will complete a statutory baseline assessment within the first six weeks of starting school.

In Reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS. It gives both the child's attainment in relation to the 17 Early Learning Goal (ELG) descriptors and a short narrative describing the child's three characteristics of effective learning.

Each child's level of development will be assessed against the ELGs. Staff will draw upon their knowledge of the child and their own expert professional judgement to inform much of the assessment process and use this to inform the EYFSP. The EYFSP will indicate whether a pupil is meeting the expected standards of development (expected) or if they are not (emerging).

Parents will also receive the results of the EYFSP and will be given an opportunity to discuss any concerns with the teacher who completed the profile.



Early Years providers will supply a copy of the EYFSP to the Local Authority on request. Local Authorities are required to return the profile to the relevant Government department.

The EYFSP will reflect:

- 🛡️ Ongoing observations
- 🛡️ All relevant records held by the school
- 🛡️ Discussions with parents
- 🛡️ Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

Key Stage One (KS1)

Towards the end of Year 1 pupils will complete a phonics screening check. Any pupils who do not meet the required standards will be required to repeat the phonics screening in Year 2.

At the end of KS1 pupils will undergo teacher assessments in mathematics and reading which will be informed by externally set, internally marked tests. Additionally, there is an option to complete externally set tests in English grammar, punctuation, and spelling.

Formal tests will not be strictly timed and are likely to be incorporated into everyday classroom practice, for example through spelling tests.

Key Stage Two (KS2)

Pupils in Year 4 will take mandatory multiplication tables check, which is designed to ensure that children in primary school know their times tables up to 12 off by heart.

At the end of KS2, formal externally marked tests in Mathematics, English reading and English grammar, punctuation, and spelling, will be taken on dates specified by the examination board.

Teacher assessment judgments are made in English reading, English writing, Mathematics and Science.



Marking and Evaluation

Effective marking of pupil's work is fundamental to ensuring that a personalised learning journey for all pupils is achieved. Marking and feedback will directly relate to subject specific assessment criteria and/or individual learning targets, in line with the school's marking policy. Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress with guidance from the class teacher.

The primary aims of marking are to ensure each pupil can progress and teachers are aware of knowledge gaps, so they can plan their lessons accordingly. Alongside this, gap analysis from tests will also inform future planning. Knowledge gaps are discussed within pupil progress meetings with members of SLT where future actions will be identified to ensure progress for all.