



**St. John the Baptist**  
Catholic Primary School

*We will prepare the way by loving, living and learning with the Lord*

# Assessment Policy

**November 2025**

**Audience:** Staff/ Governors/ Public  
**Frequency of Review:** Annually  
**Postholder Responsible for Review:** Headteacher

**Recommended Associated Documents:**

Assessment Principles  
Marking and Feedback Policy  
Teaching and Learning Policy  
SEND Policy

**Approved by the Full Governing Body –**  
**Review – November 2026**



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## **Assessment Policy**

### **Rationale**

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress or diagnose any needed developments, whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review which is communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

### **Principles**

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- aim for all children to achieve at least a secure level of understanding
- recognise the achievements of pupils and identify any areas of development
- inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

### **Types of Assessment:**

*Formative:* This is the ongoing assessment carried out by teachers and LSAs both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

#### *Summative:*

Formal summative tests occur each term and outcomes are recorded on our tracker. From these we identify individual and class gaps in learning that feed directly into the next steps, individual targets and planning.

Subject leaders will use the individual, group, class and whole school outcomes to identify patterns and analyse the assessments to inform whole school or phase training.

SLT will carry out comparative data comparisons (where possible) to ensure that the school is on track to meet at least national expectations.

#### *AFL:*

Teachers use a variety of strategies that help to inform them of their pupils' current level of understanding and progress at the outset of, within and at the end of a lesson/unit.

Such techniques include:

- Initial and final assessments
- Asking for three pieces of knowledge gained from previous lesson/ week or term (retrieval)
- Individual whiteboard work
- Use of “lolly sticks” for random selection
- Targeted questioning
- Marking that links to the success criteria
- OPE – daily communication about children’s achievement of the learning objective, their presentation and effort.
- Children’s comments both written and oral about their progress
- Question level analysis from summative tests

### **Assessments across the Curriculum**

Teachers use day-to-day assessments to review their lessons and adjust them as required. Children are encouraged to make judgements about how they can improve their own and each other’s work through self and peer-assessment. These short term assessments are closely matched to the teaching objectives from the National Curriculum. We use teacher assessment to monitor progress and inform next steps for teaching and learning.

### **R.E.**

We have a four year assessment cycle whereby we focus on: Living as Christians; The Sacraments; The Scriptures and The Liturgical Year. Teachers collect a portfolio of work from each unit for a sample child who is working securely against expectations for their year group. They also collect examples of work for three differing ability children for three focus units each year, which are then moderated.

### **English and Maths**

Teachers assess against national curriculum objectives to ensure complete coverage of the national curriculum. These are recorded on the Insight school tracking system. Teachers regularly meet to moderate teacher assessment judgements and these judgements are also moderated with other schools in the Local Authority or across the Our Lady and All Saints MAC. The English and Maths subject leaders keep a portfolio of internally and externally moderated work.

KS2 classes are also required to test half termly using Star Reader and Star Maths, an online intuitive assessment system. To further support reading assessments and judgments Year 2 and KS2 children use Accelerated Reader quizzes which relate directly to the content of their home reading books. This ensures all children receive reading books at 90 – 95% confidence levels.

We carry out more formal assessments near the end of each term and towards the end of the school year. We use these to assess progress against school and national targets. To support teacher assessment we use the national tests for children in Year 1 (phonics screening), Year 2 (non-statutory), Year 4 (multiplication tables check) and Year 6. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We also make a summary of each child’s progress to share with parents and carers.

### **Foundation subjects**

Each term we assess foundation subjects against the National Curriculum objectives. These are recorded on Insight which is accessed by all subject leaders.

### **Records and Record Keeping**

Teachers use records to review pupil’s progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher’s plans with annotations regarding progress
- Children’s work/ books
- Pupil progress meeting records

## **Marking**

Marking should follow the school's marking policy and is instrumental in ensuring that a personalised learning journey for all children is realised. Marking should directly relate to the area of learning and success criteria. The primary aims of marking are to ensure that the pupil can move their learning forward and teachers know what the gaps are so that it can support the planning process. Time is therefore given in lessons or at the start of the day for the pupils to review and respond to the marking and complete any corrections.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher). For younger or SEND pupils this may require an adult to talk to them.

## **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools in our MAC or local area.
- By attending LA sessions to ensure our judgements are in line with other schools
- School portfolios of standardised and moderated work will be kept by curriculum leaders.

## **Reporting**

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for English and Maths are also set. For children at the end of Key Stage 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal consultations (parents' evenings) with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

## **Assessment in the Early Years Foundation Stage**

We assess the children through observation, following the principles of the new EYFS. Observations take place on a daily basis during adult focused and child initiated play. Practitioners use these observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests and learning styles. We analyse and review what we know about each child's learning and development and from this, relevant learning opportunities are planned to support children to make the next steps and progress.

We document evidence within the child's Learning Journey, adding photographs, observations and work to them throughout the year. Learning Journeys record children's progress over the academic year in all areas of learning and development of the EYFS framework. Learning Journeys are always available for children and parents to access and we encourage parents to contribute to their child's Learning Journey.

We record summative assessments for Reception Baseline, end of term judgements and progress towards Early Learning Goals. Parents and carers receive an annual report, which shows a summary of their child's development and learning achievements in all areas of learning.

## **Year 1 phonics check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of year report.

## **Assessment at the end of KS1 (Non-statutory)**

Reading, writing and maths are assessed by the teacher at the end of the key stage. There are three judgements and these are:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

For science, there are two teacher assessment judgements:

- working at the expected standard
- not working at the expected standard

#### **Year 4 phonics check**

All children in Year 4 will participate in a multiplication tables check. This assessment will be administered by the Year 4 teacher using the online assessment. Results are included within the Year 4 end of year report.

#### **Assessment at the end of KS2**

Pupils will be assessed for English and maths according to national standards set by the Department for Education (DfE). For reading, grammar, punctuation and spelling and maths the pupils sit external tests and for writing, teacher assessment is used.

Pupils will be assessed as to whether they meet the 'expected standard' in English reading, maths and science.

There are three defined 'standard statements' for writing:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Pupils must consistently demonstrate attainment of all statements (and preceding one/s).

#### **Inclusion**

Our expectation is that all children can achieve a secure level of understanding, regardless of ability, disability or background. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support.