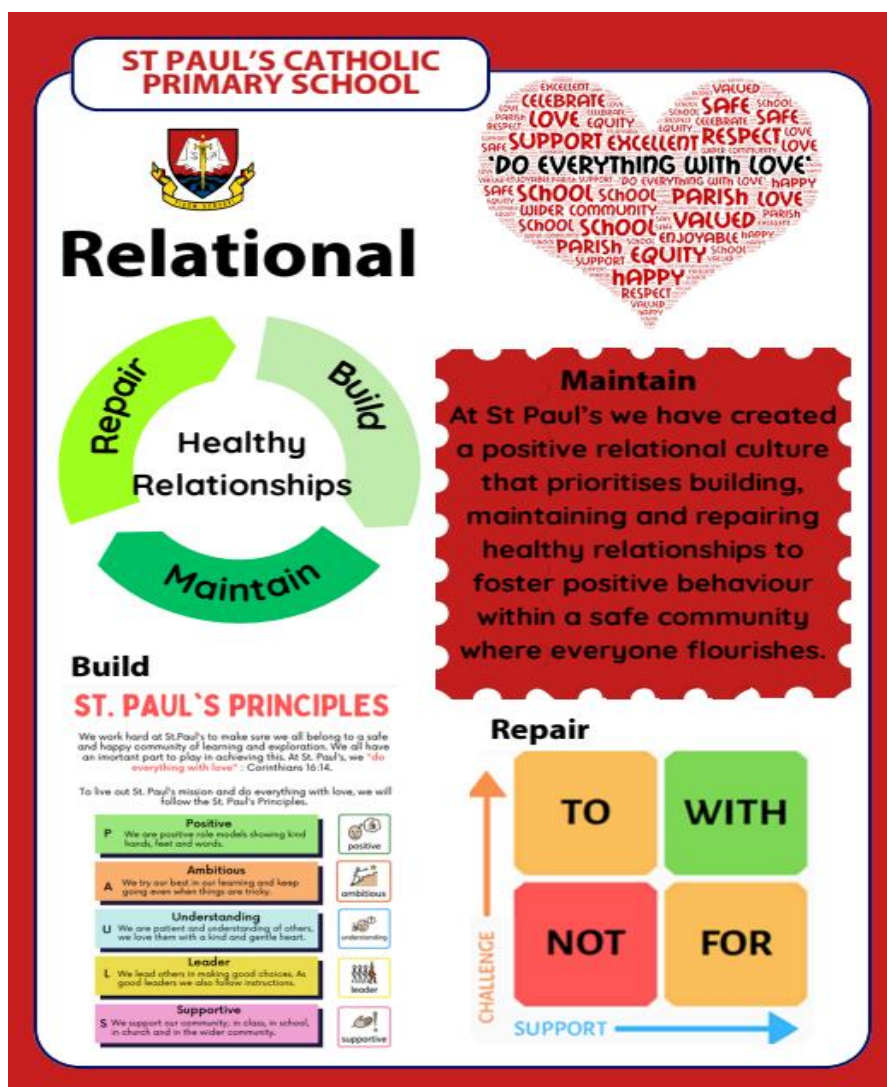


ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY



Assessment Policy



Policy agreed: July 2026
Review date: July 2027

Rationale

At St Paul's Catholic Primary School, we believe that effective assessment provides information to improve teaching, learning and curriculum development. The best form of assessment results from ongoing dialogue and interactions with pupils and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These frequent interactions are what provide the soundest judgments of pupil progress and are what consistently informs planning, adaptations and next steps in teaching.

We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over the long-term, recognising that progress in learning is not linear and therefore children should not be judged solely on the basis of single assessments or tests. Parents are provided with regular updates on their child's progress so that teachers, pupils and parents are working together to raise standards for all our children

We believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. At St Pauls Primary School we recognise that pupils:

- Have different backgrounds, cultures, life experiences, expectations, and needs;
- Perform differently according to the context and conditions of the learning;
- Need to be informed of their achievements and areas for improvement throughout the learning process through strong and caring relationships

We believe that assessment should be thorough, manageable and relevant. Assessment for learning (AFL) is embedded throughout the school.

"AFL is the single most powerful tool we have for both raising standards and empowering lifelong learners."

Assessment Reform Group

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2025 assessment and reporting arrangements \(phonics screening check\)](#)

[2025 key stage 2 assessment and reporting arrangements](#)

Principles

Using the principles and processes of assessment we aim to:

- Continually monitor progress and support learning.
- Support children in taking ownership of their learning and progress through ongoing verbal and written feedback
- Use assessment to identify target children who may need intervention to accelerate progress.
- Inform future planning, teaching and curriculum development.
- Provide information to ensure continuity and progression when a pupil changes school or year group.
- Inform parents and the wider community of pupil achievement.
- Comply with statutory requirements.

In addition, assessment may support teachers, SLT and governors in monitoring and evaluating the effectiveness of teaching and learning and the school's deployment of resources.

Assessment at St Paul's Catholic Primary involves:

- Target setting – sharing achievable but challenging class and whole school targets across the core subjects
- Sharing learning objectives and star to success with children
- Tracking – teacher and children evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage through formal PiXL assessments
- Interventions – teacher (with involvement of SLT, Inclusion Leader, TAs and parents where relevant) plans appropriate learning to support children in meeting these targets based on information gained from tracking, where possible same day interventions to take place.
- Checking – teacher, child and other adults reviewing whether targets have been met and progress has been made. Celebrations to be made of this.

At St Paul's Catholic Primary School, we use an assessment tool called PiXL to assess, analyse and intervene (additionally teachers may also use other assessments such as: Early Years Foundation Stage Profile, statutory assessments, RWI assessments and SEN reports).

PiXL assessments are used in conjunction with on-going teacher assessment. They are carried out termly (except for Year 6 who do these half-termly). These assessments monitor the attainments of reading, maths and SPAG and allow us to analyse the children's progress nationally.

Additionally, we use RWI for phonics where children are assessed half termly. Again, allowing us to track progress and continuously adapt groups to ensure the teaching meets the needs of pupils.

Within maths, children from Y2 upwards learn their times tables through Times Table Rockstars. Again, a tool that allows us to track and support individuals with their times tables.

Teacher assessment includes the use of:

- Giving verbal feedback to children's class work in line with the school's Feedback Policy.
- Homework and information from parents (when provided).
- Observations of independent play/learning (including photographs).
- Questioning and discussions.
- Specific assessment tasks, such as tests and phonics assessments. PiXL assessments include summative assessments (SATs-like papers) and formative assessments (quizzes and mini tasks). Teachers then receive a PiXL analysis which helps them to analyse in detail pupils' reading, writing and maths in order to reach an awareness of progress against end of year expectations and to identify gaps in their learning. This will support identifying next steps for further improvement and for transition periods.

Foundation Subjects

Subject leaders of foundation subjects track progress across year groups and throughout the year for their key subjects but also to ensure skills and knowledge are transferred. Teachers use an excel document to track pupils who haven't met pre-identified skills/knowledge in RE, Geography, History, Computing and Science. Additionally, subject leads have mapped out key learning in each year group and have planned 'Flashback 4' models for each lesson to ensure learning from previous units, years and key stages are constantly revisited so that children remember more over time.

Assessment wheels are used in PE and baseline assessments are completed in PSHE.

Subject leaders are held accountable for tracking the data for their subject across all year groups and completing termly SWOT analysis to inform of next steps for their subject to ensure consistent improvements in the teaching of their subject.

Data and moderation meetings

We use both formative and summative assessments and appreciate that, although tests provide an easily achieved score, personal knowledge of each child is key. For this reason, the class teacher meets with relevant members of the SLT at the start of the year and then once a term (Pupil Progress Meetings). The progress of individuals and specific groups of children is discussed in relation to PiXL assessment data and their daily teacher assessment. PiXL enables

us to make direct comparisons with other schools; make attainment judgements and predictions; and identify gaps in pupils' learning. As a result of these meetings, targets may be revised and intervention groups planned for the upcoming term.

In order to validate judgements and ensure a consistent approach, staff meet to moderate writing and RE. Leaders of foundation subjects will also moderate a selection of pupils when conducting work scrutinies during different times of the year. On occasions, this will take place with staff from other schools within the local cluster or diocese to allow for a wider perspective.

Expectations

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception/Year R
- Phonics screening check in Year 1
- Phonics re-sits for Year 2 pupils who did not pass in year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 in Year 6

Children in the EYFS (Early Years Foundation Stage) will be assessed as either, emerging or expected in seven areas of learning.

All children at the end of key stage 1 should achieve End of Year Expectations for Year 2

By the end of year 6 all children should achieve End of Year Expectations for Year 6. Some children may achieve more than expected (Greater Depth) through quality first teaching and additional interventions.

Reporting to Parents

We recognise that, if children are to succeed in their education, parents must play a full part in their child's education. In order to do this, they need to be kept informed of their progress. At Parent Consultations we inform parents of their child's overall ability and rate of progress. We discuss ways forward for their child, and how the parent can support this at home. Alongside these meetings, we provide Interim Reports in November and March which clearly set out each child's targets in reading, writing and maths. A more detailed report is prepared by class teachers and given to parents in the summer term.

Arrangements for Monitoring and Evaluation

The assessment leader will review this policy at least every 2 years and more frequently if statutory requirements alter or if operational needs demand a change. The Headteacher will report annually during the autumn term to the governing body on assessment outcomes for children reaching the end of key stage 1 and key stage 2, and throughout the year on progress towards achieving the new set targets for the school and in particular focus on Year R, Year 1, Year 2 and Year 6 for National outcomes.

Links with other policies

This assessment policy is linked to our:

Curriculum policy

Feedback policy

Early Years Foundation Stage policy and procedures