



**St Mary's Catholic
Primary School,
Bognor Regis**



Assessment Policy

***"We journey and grow together in the
footsteps of Jesus Christ"***

Spring 2026

Purpose

The purpose of this Policy is to clearly describe what Assessment for Learning (AfL) means to the community of St Mary's Catholic Primary School. There are clear and precise guidelines that must be adopted by all staff to ensure consistency across the school as part of a commitment to Quality First Teaching (QFT).

Why assess?

The use of any assessment is only effective and purposeful if it serves to highlight current attainment, identify areas of weakness, misunderstanding or difficulty, and provide information that promotes the next steps for learning. Assessment can be undertaken for cohorts and groups of children but it is most successful when applied to an individual and provides for the learning of an individual to continue in the most effective way. This is what we must do as a school to ensure that each child, regardless of individual traits and idiosyncrasies, achieves highly, makes good or better progress and becomes more able to lead their own learning.

Assessment lies at the heart of the process of promoting children's learning. It is essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. At St Mary's School we monitor the progress that children are making and this leads discussions at pupil progress meetings with the Head of School.

Aims

- To gather a range of information about performance of individuals, groups, cohorts, key stages and whole school that will inform target setting at a range of levels and support School Self Evaluation.
- To gather information to support teachers' planning.
- To target set for individual children, based on previous end of Phase attainment. Fischer Family Trust (FFT) can also support with aspirational target setting if used in context.
- To track the individual performance of each child, ensuring that underachievement is quickly identified, understood and effective interventions are set.

Formative Assessment

This information is used for future planning of the next learning experience offered to children. Formative assessment is gathered through observation, discussion with children and marking; it includes conferencing time, and the use of challenge to encourage the children to do better. Formative assessment has a clear link to EYFS Framework and National Curriculum expectations. It is based on the high-quality skills of Teachers, experienced well-supported Teaching Assistants and the professionalism displayed by the staff of the school. This professionalism, sense of vocation and moral purpose, result in teachers and teaching assistants who know their children extremely well, respond to their needs and provide learning experiences that challenge, engage and enthuse their pupils.

Summative Assessment

These assessments are undertaken at certain points in a term or school year and provide a summary of where pupils are working, at that point in time. They identify attainment, achievement and progress over a period of time and can be used when analysed to identify trends and issues, strengths and reasons to celebrate. Data from these assessments are input onto the Insight assessment system.

Calendar of Assessment/Reporting

Phase	Reporting dates	Assessment Types	Audience
EYFS	September	RBA	SLT
	December	EYFS tracking / Phonics tracking	Bosco
	March	EYFS tracking/ Phonics tracking	DFE
	June	EYFSP RE group assessments	Parents and Carers
KS1	December	Phonics tracking (Y1)	SLT
	March	Phonics Screening Check (June)	Bosco
	July	PIRA Reading assessment (Y2)	DFE
		White Rose end of term assessments RE group assessments Moderated writing assessments	Parents and Carers
LKS2	December	Accelerated reader data + PIRA reading before Easter	Internal
	March		Bosco
	July	White Rose end of term assessments RE group assessments Moderated writing assessments	Parents / Carers
UKS2	December	Accelerated reader data + PIRA reading before Easter (Y5 only)	Internal
	March		Bosco
	July	White Rose end of term assessments RE group assessments Moderated writing assessments	Parents / Carers
Y6 only	October	Mock Sats (R, M, SpG)	Internal
	February	Mock Sats (R, M, SpG)	Bosco / DFE
	May	KS2 Sats	

Assessment in the Foundation Stage

On entry to the school children will be informally assessed, through observation and activities. During the children's first few weeks in Reception, the teachers will conduct the Reception Baseline Assessment (RBA) and assess on an individual basis. Also on an individual basis each pupil's early language and literacy skills will be assessed using Language Screen assessments from the NELI programme before and after the 20 week programme is delivered. Results are used to inform planning, set targets and aid early identification of special needs/ children who are not on track in certain aspects. These outcomes are shared with parents / arers at 'six weeks in' meetings. There will be ongoing assessments to ensure that the next steps in learning are appropriately planned in order to help children make progress and all staff will discuss these next steps for pupils regularly to support these pupils and help them get back on track, narrowing/closing the gaps. Continuous, ongoing assessment takes place in Foundation Stage and each child's developments and achievements are recorded.

Children's Targets (Years 1-6)

Next steps will be set regularly for writing. Next steps for reading will be based on phonics (EYFS and Y1), reading comprehension (Y2), and on improving ZPD (KS2). Next steps for maths are identified in the White Rose resources.

Monitoring and Evaluation

The Head of School and SLT (Senior Leadership Team) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling assessment data and by using book looks.

Teachers will know:

- Where the pupils are starting from and the story of the child with a special focus on inclusion.
- If the class overall has learned what was planned and taught (retention of knowledge)
- If children are making sufficient progress in order to close the gap and reach national and/or school expectations
- If pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need adaptation and in which areas. This can be identified through question level analysis of assessments in reading and maths.
- Which pupils require challenge tasks
- If the planned activities enable use of resources to support learning and impact upon the progress that the children make
- How the teaching can be modified and improved in the future

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their aspirational targets
- If there are any problems

- If the progress of the children in the school is in line with the school targets
- How St Mary's Catholic Primary School compare with other similar schools in the locality and nationally
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children

The Subject Leader will know:

- If the class overall has learned what was planned and taught
- If the pupils are making the progress expected to reach their aspirational targets
- Are children making sufficient progress in order to close the gap and reach national and/or school expectations
- Which areas need improvement and how to plan for those improvements
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children
- How strong overall their subject area is (which will support the subject leader report to Governors)

Parents and Carers will know:

- How much progress their child is making
- A child's attainment in tests and Teacher Assessment judgements

Assessment for Learning Approaches

The following should all be used to support assessment:

- Questioning - in association with No Hands Up, open and extended questions, pupils asking questions of each other and the teacher. Use of White Boards, talk partners, thinking time.
- Self or Peer Assessment - Against the success criteria checklist
- Hot Seating - Response to questions, tasks asked of them.
- Quality Marking (see Feedback Policy)

Data Collections

Class teachers are expected to input data as per the calendar above. It is the responsibility of the subject leader to analyse the data and formulate an action plan.

Reports and Reporting to Parents

Written reports are sent to parents at the end of the academic year. Parents' evening meetings are conducted in the autumn term (how the child has settled into school) and spring term (how the child is performing academically). Parents/Carers are also invited into school to view the children's work and see the children's learning environment.

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 identifying the band were the children are working in the following ways:

- With colleagues in school
- By attending Locality, Deanery and Bosco sessions to ensure our judgements are in line with other schools
- By using exemplification materials
- External moderation – RBA/NFER checks within Reception and writing moderation carried out by West Sussex County Council.

Special Educational Needs and Disabilities

Most disadvantaged pupils at St Mary's will be able to participate in the termly assessment cycle along with their peers. Some children will meet the criteria for additional access arrangements to be put in place. This is to support them to show their full ability in assessments and could include the use of a reader, a scribe, additional time or rest breaks. For a small minority of SEND pupils, usually those with an EHCP, alternative assessment procedures may be used, for example, the completion of assessments from other year groups. SEND pupils' progress can also be measured using PK levels and progress against EHCP targets.

Monitoring, Evaluation and Review of this Policy

- The success of this Policy will be judged by:
 - the progress of individuals to meet their targets
 - the progress of the school to meet its targets
 - information shown in, and analysis of, IDSR (Inspection dashboard school report)
- Monitoring of work through Book Looks and Pupil Interviews will ensure that:
 - The Marking Policy is completely followed
 - Marking and Target Setting ensure the children know what they do well and what their next steps are.
- Governors, especially the Inclusion Curriculum, Assessment and Teaching (ICAT) Committee, will seek to ensure the Policy is completely adhered to and will receive updates through the termly meetings and termly Headteacher reports.