

St Aidan's Catholic Primary School

"Living and growing in Christ"

Assessment Policy



Drafted by:	Mr Henry Stanley Interim Assistant Head
Approved by:	
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Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Principles of assessment.....	3
4. Assessment approaches.....	3
5. Collecting and using data.....	5
6. Artificial intelligence (AI).....	5
7. Reporting to parents/carers.....	5
8. Inclusion.....	5
9. Training.....	6
10. Roles and responsibilities.....	6
11. Monitoring.....	7
12. Links with other policies.....	7

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. 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](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At St Aidans', we believe it is of the utmost importance that:

Every child:

- knows how they are doing, understands what they need to do to improve and how to get there;
- gets the support they need to be motivated, independent learners on an ambitious trajectory of improvement;

Every teacher:

- is equipped to make well-founded judgements about pupils' attainment;
- understands the concepts and principles of progression;
- knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;

Every parent and carer

- knows how their child is doing, what they need to do to improve;
- how they can support the child and their teachers;

4. Assessment approaches

At St Aidan's, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment is recognised as daily best practice. It will involve marking and written feedback, observations and verbal feedback, regular short recaps and discussions of learning, pupil self-assessment via self-marking and against success criteria.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

At St Aidan's, in-school assessment (for years 2-6) occurs three times a year in SPAG (Spelling, Punctuation and Grammar), Reading, Maths Arithmetic and Maths Reasoning, falling in the weeks preceding half-term breaks. This allows teachers to assess the progress made by individual pupils and by their class as a whole. This also will help inform parent evening conversations and end-of-year reports. In year 1, this will happen only in Spring and Summer terms.

In year 1,3,4 and 5, the school uses NFER assessment materials for SPAG and reading. In practice, these match up well with our assessment objectives and those of the national curriculum. Our Maths scheme, Maths No Problem, provides Maths assessments. These align with the content covered in our Maths No Problem scheme and are worked into the teaching overviews at appropriate intervals. In years 2 and 6, past papers on end of key stage tests are used instead.

Those working below expected standard and those on our SEND register may be given extra support – including but not limited to: a reader for non-reading papers, extra time, reading papers at a level below their peers. This support is inline with their expected arrangements during the Year 6 SATs and judgements are made in conversations with the school SENCO.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication Tables Check (online) in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

5. Collecting and using data

Across the school, we collect and record data during the 3 assessment windows during the year. This means that teachers are given frequent assessment data without collection/recording becoming onerous and unmanageable.

Teachers are provided with an assessment tracker via Google sheets. This is fully populated with assessment timings and formulas for producing totals, averages and percentages working at each achievement level. Class teachers can only access the tracker appropriate to their year group. SLT have full access to all trackers to assist in support and assessment of school-wide achievement.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. St Aidan's recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas.
- In helping particular Special Education Needs e.g. Seeing AI and Dyslexia.

7. Reporting to parents/carers

Assessment data is communicated to parents through parents' evenings and annual reports via teacher assessments. Specific raw assessment data is only communicated in situations where the teacher feels particular weaknesses/strengths should be brought to parents' attention. Attendance is also reported as either above or below 90% and punctuality is commented upon.

End of Year reports will then include teacher assessments of how individual children have performed across all subjects. It will also include general observations regarding behaviour, work ethic and comments on progress across the year. With the exception of reception, end of year reports will also include attendance data, both as a percentage and overview.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

Teachers' receive regular information about assessment practice during inset days and staff meetings. Before each round of assessment, SLT provide information about expectations and refreshers on expectations for trackers. Staff meeting time is also given over to the completion of these trackers.

Staff receive opportunities to moderate books from across key stages, ensuring an up to date and informed view on current assessment practices. These moderation meetings are led by assessment leads and have a clear focus, to ensure they are use to staff and their professional development. Updates and good practice for assessment is shared regularly to staff via staff meetings.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment leads

The assessment leads responsible for are:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Adapting and adding to assessment trackers to ensure accessibility for all staff
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by the assessment leads. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Assessment leads are responsible for ensuring that the policy is followed.

Assessment leads will monitor the effectiveness of assessment practices across the school, through:

- Assessment trackers
- Pupil progress meetings
- Book scrutinies
- Internal and external moderation meetings

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Feedback policy
- Early Years Foundation Stage policy and procedures
- Examination contingency plan