



Assessment Policy

St Anne's Catholic Voluntary Academy

Version 1
September 2026

Document Provenance

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Document review and editorial updates

Version control	Date	Key revisions included
1	September 2026	Policy reviewed and presented in the St Anne's policy format.

1. Rationale

At St Anne's Catholic Voluntary Academy, assessment is an integral part of teaching and learning. It enables teachers to understand what children know, remember and can do, identify misconceptions and gaps in learning, and plan appropriate next steps.

Our assessment approach is designed to support every child to make progress from their individual starting point and to achieve their potential. Assessment is not an activity that sits separately from teaching; rather, it is embedded within everyday classroom practice.

We believe that effective assessment should:

- support high-quality teaching and learning;
- identify what children know, understand and can do;
- identify misconceptions, gaps and areas for development;
- inform teachers' planning and adapt teaching appropriately;
- enable children to understand what they have learned and what they need to do next;
- provide appropriate challenge and support for all learners;
- help teachers identify children who may require additional intervention or support;
- provide useful information to parents and carers;
- support school leaders in monitoring the quality and impact of teaching and learning; and
- provide reliable information about attainment and progress.

Assessment at St Anne's is therefore purposeful, proportionate and closely linked to the curriculum.

2. Principles of Assessment

Our assessment practice is underpinned by the following principles:

Assessment should be purposeful

Teachers use assessment information because it helps them make decisions about teaching and learning. We do not assess simply for the sake of collecting data.

Assessment should be manageable

Assessment approaches should be proportionate and manageable for staff, allowing teachers to spend the maximum possible time teaching, planning and responding to children's learning.

Assessment should inform teaching

Teachers use assessment information to adapt their teaching, revisit prior learning, address misconceptions and provide additional challenge or support where necessary.

Assessment should value learning over performance

We recognise that children learn at different rates and that secure learning requires opportunities to practise, revisit and apply knowledge and skills over time.

Assessment should support inclusion

Assessment should help staff identify barriers to learning and ensure that appropriate adaptations, intervention and support are provided.

Assessment should involve children

Children should understand what they are learning, recognise what they have achieved and, where appropriate, identify their next steps.

3. Types of Assessment

We use three complementary forms of assessment.

3.1 Assessment for Learning – Formative Assessment

Formative assessment is an ongoing part of everyday teaching. It enables teachers to identify children's understanding and respond immediately or during subsequent lessons.

Examples include:

- questioning and discussion;
- retrieval practice;
- mini-whiteboards;
- observation;
- talk partners;
- checking children's work during lessons;
- hinge questions;
- quizzes;
- exit tickets;
- retrieval activities;
- low-stakes assessments;
- pupil explanations;
- practical activities;
- self-assessment and reflection; and
- review of independent work.

Teachers use this information to decide whether to:

- move learning forward;
- revisit prior learning;
- address a misconception;
- provide additional modelling or scaffolding;
- increase challenge;
- provide targeted support; or
- identify children who may benefit from further intervention.

Formative assessment is particularly important in ensuring that children develop secure long-term understanding rather than simply completing tasks.

3.2 Summative Assessment

Summative assessment provides an overview of children's attainment at particular points in the academic year.

This may include:

- teacher assessment;

- curriculum-based assessments;
- standardised assessments where appropriate;
- statutory assessments;
- phonics assessments;
- end-of-unit or end-of-year assessments; and
- Trust assessment processes.

Summative assessment information is used alongside teachers' professional knowledge and the wider range of evidence gathered throughout the year.

We recognise that no single assessment provides a complete picture of a child's learning.

3.3 Diagnostic Assessment

Diagnostic assessment is used when teachers need to understand more precisely why a child is finding an aspect of learning difficult.

This may involve:

- analysing errors and misconceptions;
- reviewing previous learning;
- talking to the child;
- targeted questioning;
- specific assessment activities; or
- more detailed assessment of particular knowledge or skills.

The purpose of diagnostic assessment is to identify the most appropriate next steps in teaching and support.

4. Assessment in the Early Years Foundation Stage

Assessment in Nursery and Reception is based on ongoing observation of children's learning and development.

Practitioners build a picture of each child's development through:

- observations;
- interactions with children;
- children's independent learning;
- adult-led activities;
- conversations with children;
- evidence in learning journals; and
- information shared by parents and carers.

Assessment is used to identify children's interests, strengths, emerging needs and next steps.

Parents and carers are encouraged to contribute to their child's learning journey and share information about learning and development at home.

Teachers use professional judgement alongside appropriate statutory and school assessment processes when making judgements about children's attainment and development.

5. Statutory Assessments

St Anne's administers statutory assessments in accordance with national requirements.

These currently include:

Reception Baseline Assessment

Children in Reception complete the statutory Reception Baseline Assessment within the required period.

Year 1 Phonics Screening Check

Children in Year 1 participate in the statutory Phonics Screening Check. Children who do not meet the required standard receive further phonics teaching and support and may repeat the check in Year 2, in accordance with national requirements.

Year 4 Multiplication Tables Check

Children in Year 4 participate in the statutory Multiplication Tables Check. Information from the assessment is used alongside ongoing classroom assessment to identify strengths and areas requiring further development.

Key Stage 2 Assessments

Children in Year 6 undertake the statutory end of Key Stage 2 assessments.

Other statutory assessment

The school will administer any additional statutory assessments required by the Department for Education and relevant national guidance.

Assessment outcomes are communicated to parents and carers in accordance with statutory requirements and the school's reporting arrangements.

6. Assessment Across the Curriculum

Assessment is used across all subjects to establish whether children have learned the intended curriculum.

Teachers assess:

- prior knowledge;
- key vocabulary;
- subject-specific knowledge;
- concepts and understanding;
- skills;
- application of learning; and
- retention over time.

We recognise that children need repeated opportunities to retrieve and apply knowledge before it becomes securely embedded in long-term memory.

Staff therefore use retrieval and low-stakes assessment activities regularly to check whether important knowledge and vocabulary have been retained.

7. St Ralph Sherwin Catholic Multi-Academy Trust Assessment Framework

St Anne's uses the assessment framework adopted by the St Ralph Sherwin Catholic Multi-Academy Trust.

This framework supports teachers in making judgements about children's learning and retention of the intended curriculum.

Children are assessed using the following descriptors:

1 – Secure understanding

The child has successfully learned all or nearly all of the curriculum and demonstrates a strong understanding of the knowledge and skills expected.

2 – Developing towards secure understanding

The child has successfully learned most of the curriculum and demonstrates a good understanding of the knowledge and skills expected, although there may be some gaps.

3 – Significant gaps

The child has successfully learned some of the curriculum and demonstrates a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps.

4 – Substantial gaps

The child has not successfully learned the curriculum and has important gaps in the knowledge and skills expected.

These judgements are informed by a range of evidence and are not based on a single assessment activity.

8. Recording Assessment

Assessment information is recorded on Insight, in accordance with the school's assessment procedures.

Teachers use a range of evidence to inform assessment judgements, including:

- observations;
- children's books and recorded work;
- questioning and discussion;
- retrieval activities;
- quizzes;
- assessment tasks;
- pupil self-assessment;
- statutory assessments;
- curriculum assessments; and
- professional teacher judgement.

Teachers are not expected to record every assessment interaction. Recording should be purposeful and provide information that can be used to improve teaching and learning.

9. Feedback and Marking

Feedback is an important part of assessment at St Anne's.

Feedback may be:

- verbal;
- written;
- given through questioning;
- provided through whole-class feedback;
- provided during live marking or conferencing; or
- provided through self- and peer-assessment where appropriate.

The purpose of feedback is to help children understand:

- what they have done well;
- what they need to improve;
- how they can improve; and
- how they can apply their learning independently.

Children should be given appropriate opportunities to respond to feedback and improve their work.

Further information can be found in the Feedback and Marking Policy.

10. Self-Assessment and Pupil Involvement

Children are encouraged to take an active role in understanding their learning.

Depending on their age and stage of development, children may:

- reflect on their learning;
- identify what they have understood;
- identify areas they find difficult;
- use success criteria;
- review and improve their work;
- respond to feedback; and
- discuss their learning with teachers and peers.

Assessment should help children develop independence, resilience and ownership of their learning.

11. Using Assessment to Plan Teaching

Assessment information is used by teachers to inform future planning.

Teachers consider:

- what children already know;
- what children need to learn next;
- misconceptions;
- gaps in knowledge;
- children who require additional support;

- children who require greater challenge;
- the effectiveness of previous teaching; and
- the extent to which learning has been retained.

Where appropriate, teachers use assessment information to plan:

- pre-teaching;
- additional practice;
- targeted intervention;
- same-day intervention;
- adapted tasks;
- additional scaffolding;
- further modelling;
- retrieval activities; and
- opportunities for greater depth and challenge.

12. Monitoring Progress

Teachers regularly review children's attainment and progress.

Assessment information is used by:

- class teachers;
- subject leaders;
- the SENDCO;
- the Senior Leadership Team; and
- the Trust, where appropriate.

Leaders use assessment information to identify patterns and trends, including differences in attainment and progress between groups of pupils.

This may include monitoring:

- disadvantaged pupils;
- pupils with SEND;
- pupils working below age-related expectations;
- pupils requiring additional intervention;
- pupils with high prior attainment; and
- other groups identified by the school.

Assessment information contributes to school improvement planning and helps leaders evaluate the impact of teaching and intervention.

13. Inclusion and SEND

St Anne's is committed to providing an inclusive education in which all children are supported to achieve their potential.

Class teachers remain responsible for the progress and development of all children in their class, including children with SEND.

High-quality teaching is the first response to children's additional needs. Where a child is not making expected progress, the class teacher will work with the SENDCO, parents/carers and, where appropriate, external professionals to identify barriers and plan appropriate support.

Assessment may be adapted to ensure that children with additional needs can demonstrate their knowledge and understanding.

Where appropriate, children may have:

- Individual Learning Plans or other agreed support plans;
- targeted intervention;
- additional adult support;
- reasonable adjustments;
- adapted resources;
- alternative ways of recording learning; or
- specialist assessment.

Assessment information is used to review the effectiveness of support and determine appropriate next steps.

Further information can be found in the SEND Policy.

14. Parent and Carer Involvement

Parents and carers are important partners in children's learning.

Formal opportunities to discuss children's progress are provided during family consultation meetings in the Advent and Lent terms.

Children are encouraged to contribute to these conversations in an age-appropriate way.

Where appropriate, children may attend meetings with their parents or carers.

Parents and carers are encouraged to share information about their child's learning, development and achievements outside school.

15. Reporting to Parents and Carers

Parents and carers receive information about their child's attainment, progress and wider development through:

- family consultation meetings;
- statutory assessment information, where applicable;
- written reports;
- discussions with teachers; and
- other communication where appropriate.

An annual written report is provided at the end of the academic year.

Reports provide information about children's achievements, progress and areas for development across the curriculum, as appropriate.

Parents and carers are encouraged to contact the school if they have questions or concerns about their child's learning.

16. Roles and Responsibilities

Class Teachers

Class teachers are responsible for:

- assessing children's learning regularly;
- using assessment to inform teaching;
- identifying misconceptions and gaps;
- adapting teaching where necessary;
- recording appropriate assessment information;
- identifying children requiring additional support or challenge;
- communicating relevant assessment information to parents and colleagues; and
- contributing to assessment and progress discussions.

Subject Leaders

Subject leaders are responsible for:

- ensuring that assessment within their subject supports the curriculum;
- monitoring the quality and consistency of assessment;
- reviewing evidence of learning;
- identifying areas for development; and
- supporting staff with effective assessment practice.

SENDCO

The SENDCO is responsible for supporting staff to assess and monitor the progress of children with SEND and ensuring that appropriate provision and adaptations are considered.

Senior Leadership Team

The Senior Leadership Team is responsible for:

- ensuring that the school's assessment systems are effective;
- monitoring assessment information;
- identifying whole-school priorities;
- evaluating the impact of teaching and intervention; and
- ensuring that assessment practice remains purposeful and manageable.

17. Use of Assessment Information

Assessment information is used to improve outcomes for children and should not create unnecessary workload.

The school does not require teachers to produce data in a particular format solely for the purposes of inspection.

Assessment information is collected, analysed and discussed where it serves a clear educational purpose.

The school does not use assessment data in isolation when making decisions about individual children. Professional teacher judgement, classroom evidence and knowledge of the child are essential components of assessment.

18. Accountability

Assessment information contributes to the school's evaluation of the quality and impact of teaching and learning.

Leaders use a range of evidence, rather than assessment data alone, to evaluate pupil outcomes. This may include:

- pupil outcomes;
- work scrutiny;
- lesson visits;
- pupil voice;
- planning;
- moderation;
- discussions with staff and pupils; and
- analysis of assessment information.

Assessment should support improvement rather than become an administrative exercise.

19. Moderation

Moderation is used to support consistency and confidence in teachers' assessment judgements.

Moderation may take place:

- within year groups;
- across phases;
- across the school;
- with colleagues within the Trust; or
- through external moderation where required.

Moderation may involve discussion of children's work, assessment evidence and the expected curriculum standards.

20. Policy Links

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Feedback and Marking Policy
- SEND Policy
- Curriculum Policies
- Equality Policy
- Behaviour Policy
- Early Years Foundation Stage Policy

21. Review

This policy will be reviewed annually, or sooner if there are significant changes to national guidance, statutory assessment arrangements or the school's assessment procedures.

Date of next review: September 2027