

Planning and Assessment Policy



St. Mary's Catholic Primary School

Reviewed: July 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

This policy was written in July 2020 and will be reviewed annually. The document is a statement of the aims, principles and strategies for assessing pupils work and progress at St Mary's Catholic Primary School.

Rationale

What is assessment?

Assessment is the process of forming a judgement based upon information. The majority of assessment that goes on in the primary classroom is used to inform the teacher about how to organise the learning. If used effectively it can help to fashion the approach of the teacher, by helping to identify difficulties that a child might have with a piece of work, strategies to develop and the most effective ways of teaching- which benefit both the class as a whole and for specific individuals.

Why assess?

For teachers to plan work for children, ensuring an appropriate level of difficulty and satisfactory progression requires up-to-date and reliable information. Existing knowledge, understanding and skills competence all need to be assessed if work is to be provided that is sufficiently accessible for the individual pupil. In order for teachers to have a clear idea of what might reasonably be achieved by pupils of a specific age or attainment it is essential for the school to have a systematic assessment schedule.

At St Mary's Catholic Primary School we assess pupils work in order to:

- Plan and manage the learning experiences of the child (formative assessment)
- Identify difficulties which are impeding learning (diagnostic assessment)
- Identify the stage that learning has reached (summative assessment)
- Inform reporting to parents and others

Key Principles

At St Mary's Catholic Primary School children have an entitlement to an assessment process which:

- Provides reliable and credible information to support progression in learning
- Accurately identifies and tracks their progress
- Highlights strengths and difficulties together with strategies to manage them
- Raises the expectations of success and celebrates a broad range of achievements
- Is motivating and actively involves them in review and target setting

At St Mary's Catholic Primary School the assessment and recording procedures will support teachers in the following ways:

- By supporting quality teaching and learning

- By being based on clear and shared criteria
- By being manageable, sustainable, consistent and useful
- By meeting statutory requirements

This process will include consideration of work completed and activities observed and – where appropriate- results of specific assessment tasks and tests.

At St Mary's Catholic Primary School the assessment and reporting practice will advise parents by:

- Involving them in helping their child to meet learning targets
- Highlighting their child's successes and progress
- Identifying weaknesses and how they will be addressed
- Providing them with opportunities to review and discuss their child's achievements
- Ensuring that information about their child is detailed, specific and easy to understand.

The above key principles should be considered in conjunction with the school policies on marking and teaching and learning.

Planning

Each teacher knows the class topics for the year in advance and can plan accordingly. Weekly plans are produced for each area of the National Curriculum and assessment opportunities are carefully planned.

1.1 Long Term Planning

Teachers have access to The Literacy Shed, White Rose Maths and Kapow to help them to inform planning. For English and Maths the DfE's Literacy and Numeracy strategies are an integral part of the school's scheme of work for these subjects.

1.2 Medium Term Planning

We recognise the need to draw up an overview of planning for each term that reflects the requirements of the National Curriculum, the school policy and varying schemes of work. We recognise the benefits to the pupils of a planned programme of work which promotes development and progression, builds on previous experiences and avoids unnecessary repetition.

We appreciate the benefits of a co-operative approach to planning and the pooling of ideas. We consider this to be a successful method for putting a programme of work into practice and believe in the value of sharing ideas and the preparation of resources and materials.

To achieve these aims we work on a whole-school system of planning. We recognise the importance for some subjects to be taught as discrete subjects and not needs to make links to other topics in a nebulous way.

Formative assessment tasks are planned during the course of each topic in order that children's attainment can be matched to the recommended Stage descriptors at the end of each term. They are shown in the medium-term plans for Literacy and Numeracy.

Planning from a scheme of work does not need to be printed or copied and pasted onto a school proforma but a school proforma will be used for subjects such as RE where planning is required.

The Nursey and Reception classes have their own planning proformas linked to the areas of learning in the Foundation Stage and Early Learning Goals.

1.3 Weekly Planning

As stated weekly planning does not need to be reproduced if a scheme is being used to deliver the learning. In all cases however, teachers must be aware of the aim of the lesson and the lesson must- through the use of adaptations- meet the needs of all pupils. Some pupils may have a Pupil Passport or an EHCP and therefore lesson plans must include any agreed targets for learning. Staff have regular planning time where they can meet together in year group teams or key stages to discuss the learning outcomes for their year group and classes.

Monitoring of Planning

Planning for all subject areas should be made accessible on the Q-drive. Subject Leaders will ensure that continuity and progression throughout the school is maintained. Subject Leaders will arrange for support to be put in place for members of staff regarding planning if necessary.

2. Process of Assessment

All children's work is important enough to merit assessment of some kind. What is more, all children should be encouraged to be aware of their own progress and potentialities.

Assessment should be based on:

- A comparison with the pupil's own previous capabilities and performance rather than with the other pupils or with external criteria
- It should be used formatively to locate the pupil's difficulties and potentialities as well as summatively to find out what they have learned.
- It should not be confined to recall of 'what has been learned' but should also involve 'transfer' of learning to other situations, first similar ones and then more general situations.
- Assessment should be built into teaching and not simply bolted on to the end.

2.1 Long Term Assessment

Long term assessment identifies areas in which changes in teaching practice are necessary. Full details of how pupil achievement is assessed in core subjects is listed below. At the end of each academic year all pupils in KS2 take optional SATs (NFER) to assess the stage the pupil is working within. This information may be used in conjunction with other formative assessment in order to set future targets and to inform parents of their child's progress and provide information to colleagues and other schools about pupils' progress. At the end of each academic year the assessment information for the entire class should be passed on to the next teacher and a 'handover' conversation should take place between old and new teachers to ensure a good understanding of the classes' and pupil abilities. If a pupil transfers to another school these records will be forwarded according to the current DfE guidelines.

2.2 Foundation Stage Assessment

Assessment in the Early Years Foundation Stage (EYFS) evaluates a child's development across seven key areas through ongoing formative observations and statutory check-ins: the Reception Baseline Assessment within the first six weeks of starting school, and the EYFS Profile at the end of reception. The EYFS framework is designed to help practitioners and parents track children's progress, identify areas needing extra support and plan tailored learning experiences. Assessments are intended to focus on the 'whole child' and rely heavily on natural day-to-day observations rather than formal tests or excessive paperwork.

Key Types of Assessment in Foundation Stage

1. **Formative Assessment (Ongoing):** Practitioners observe children during daily play to understand what they know, enjoy, and can do. This continuous process helps educators adapt their teaching in real-time.
2. **Reception Baseline Assessment (RBA):** A short, interactive check done within the first 6 weeks of starting reception to provide a snapshot of early skills, later used to measure progress across primary school.
3. **The EYFS Profile (Summative):** Completed in the final term of the reception year (when the child turns five), teachers assess development against 17 Early Learning Goals (ELGs) and report this data to the local authority

2.3 Self and Peer Assessment

It is important for pupils to be involved in assessing their own and others work and setting their own targets for achievement. Teachers should encourage pupils to integrate self-assessment into their learning through agreed target setting and modelling.

2.4 Target Setting

Termly targets for Numeracy and Literacy are set for pupils in both Key Stages. The data used to set individual targets in a cohort of pupils is:

- Foundation Stage Profile
- Key Stage Assessments

At the end of each academic year the Headteacher discusses and evaluates the Key Stage 1 end of year assessments and KS2 SATs results with class teachers and the SLT. The assessment co-ordinator is responsible for collecting this data. Data is stored centrally on the iTrack system.

Class targets are discussed and reviewed each term (Years 1 – 6) and are shared with both pupils and parents.

2.5 Short Term Assessment

Teachers have always made continuous assessment of pupils' progress. It is not possible to attempt to record all of the information collected. Much of it will, necessarily, remain in the teacher's mind. However, it is important to plan for assessment activities in order to record important steps in the pupil's learning. Daily contact with pupils and their work is useful when making judgements about attainment but the most important technique for assessment will be focused teaching with groups of pupils. Staff should aim to conduct at least one period of focus teaching per session and should plan a spread of focused teaching between the groups of a class during each week. The summative end of year assessment records for the foundation curriculum should be completed by the end of the Summer term and passed onto the next class teacher. The following procedures must also take place during each term.

<u>Formal Assessments Half Termly Structure</u>		
	<u>Numeracy</u>	<u>Literacy</u>
Autumn 1	White Rose Maths Assessment	Rising Stars Reading Assessment Individualised Writing Assessment
Autumn 2	NFER Autumn Assessment	NFER Autumn Assessment Whole School Writing Assessment
Spring 1	White Rose Maths Assessment	Rising Stars Reading Assessment Individualised Writing Assessment
Spring 2	NFER Spring Assessment	NFER Spring Assessment Whole School Writing Assessment
Summer 1	White Rose Maths Assessment	Rising Stars Reading Assessment Individualised Writing Assessment
Summer 2	NFER Summer Assessment	NFER Summer Assessment Whole School Writing Assessment

2.6 National Curriculum Tests

At the end of Key Stage 2 (Year 6) pupils are required to be assessed. At the end of each year, teacher assessments are reported to parents in each child's report. At the end of Key Stage 2, tests results will be reported to their parents with their end of year report (if the results are available at this time). Comparative results, both school and national, are also reported to parents and governors in line with DfE regulations. These results are published in the School Prospectus.

Policy written July 2026

To be reviewed July 2027