

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



Mission Prayer

We believe that we are all God's work of art.

**We strive to respect and care for each other
and to use our talents to do our best to build a better world.**

By doing this, we are:

'Learning in the Light of Christ.'

Amen.



ASSESSMENT POLICY

July 2026



Pope Paul Catholic School

'Learning in the Light of Christ'

Validation grid

Title	Assessment Policy
Author	Liz Heymoz
Associate Author/s	Catherine McNamara
Target Audience	All stakeholders
Stake holders consulted	All staff and Governors
Curriculum / non curricular	Curriculum
Associated Policies / Documents	Teaching and learning, all subject policies
New Policy or Review of existing policy.	Review
Date of Submission	July 2026
Date for Review	July 2028
Date ratified by Governors	20/7/2028

Signed E Heymoz Headteacher Date

Signed _____ Chair of Governors Date

RATIONALE

At Pope Paul School, we strive to live out our Mission Prayer and encourage all children in our care to achieve their full potential. We believe that assessment is a vital, professional tool that helps us achieve this goal.

All schools are required to publish the content of the school's curriculum for each subject for each academic year. They are also required to provide details of how additional curriculum information may be obtained.

In Pope Paul School, this information is published on the school's website:

www.popepaul.hert.sch.uk

In accordance with statutory guidance, Pope Paul bases its curriculum on the programmes of study for each key stage of the national curriculum.

AIMS

Pope Paul School aims to:

- provide a broad and balanced curriculum which compliments and supports the Catholic ethos of our school;
- use an assessment system that is linked to the school's curriculum;
- provide parents and carers with relevant information about what is taught in the curriculum
- use a wide range of assessment procedures (primarily a mix of formative and summative methods) to get a clear picture about where a child is at in relation to the curriculum they are experiencing, in order to move them forward in an informed and effective way
- use a range of formative and summative assessment strategies to ensure that every child's progress is rigorously tracked
- provide a written report annually for parents that outlines the progress and attainment of their child/ren
- Use outcomes of assessment procedures, including tests results, to further improve the curriculum and maintain high standards of teaching across the school.

ASSESSMENT ARRANGEMENTS

In assessing pupils' progress and attainment, teachers will:

- Carry out regular assessment activities across the curriculum, in line with the school's assessment calendar;
- consider a range of pupils' work and not base their judgements on stand-alone pieces of learning;
- draw on evidence from other, relevant curriculum subjects when assessing progress and attainment in maths and literacy;
- ensure both formative and summative assessment is regularly informing and, where necessary, modifying their planning and teaching;
- teach and then assess learning as part of whole school writing assessment projects
- prepare data and assessment evidence for pupil progress meetings (PPMs)

- evaluate how well pupils are doing against relevant age-related expectations, set out either by the school, or in the national curriculum;
- use the information from formative and summative assessments to identify promptly when a child is falling behind and/or needs additional support, including for more able pupils;
- ensure that they implement the school's Marking Policy and provide marking and feedback that celebrates pupils' strengths and successes; provide 'next steps in learning' for pupils, addresses misconceptions and deepen knowledge and understanding.
- provide parents and carers with appropriate and timely information to help parents understand how their children are progressing.

MONITORING

The Headteacher and other school leaders will ensure the accuracy and effectiveness of assessment in school by:

- establishing a clear baseline at the start of the academic year from which to measure progress;
- ensuring ongoing teacher assessment is being used to modify teaching so that pupils achieve or exceed the expected standards by the end of the year or key stage;
- ensuring that aspirational targets are set for pupils and that progress against these is regularly checked to make sure that pupils are on track to meet or exceed these targets;
- that the Marking Policy is being consistently implemented across the school and is informing the planning of future lessons
- making regular checks that teachers are using developmental marking and feedback to provide reinforcement of strengths and successes; provide the 'next steps in learning' for pupils, to address misconceptions and to deepen the knowledge and understanding of the most able;
- carrying out regular and rigorous checks on planning and teaching to ensure that formative assessment, in particular, is being used to modify teaching and planning and provide suitable levels of challenge and support for pupils of all abilities;
- carrying out regular and rigorous monitoring exercises such as book scrutiny;
- arranging and engaging in regular internal and external moderation and standardisation exercises, including assessments for each year group and the end of key stages;
- ensuring that progress in English and maths is assessed by drawing on evidence from other relevant subjects in the curriculum.
- providing information for the Governing Body to allow them to assure themselves of the rigour of the school's assessment procedures.