



Assessment Policy

Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

“Love one another as I have loved you”

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

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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
- 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](#)

3. Principles of assessment

At Botwell House Catholic Primary School, we use assessment to provide information on the attainment and progress of each pupil, as well as different pupil groups. This enables us to recognize the pupils' skills and talents, to assess their learning and to plan an appropriate curriculum for them.

Aims

- To recognise each pupil' s strengths and areas for development
- To plan an appropriate curriculum for each pupil and provide them with the appropriate support
- To provide accurate feedback to parents, Governors and LA on pupils' progress

Assessment is one of the most powerful educational tools for promoting effective learning, but it must be used effectively. There is no evidence that increasing the amount of testing will enhance learning. Instead, the focus needs to be on helping teachers use assessment as part of teaching and learning, in ways that will raise pupils' achievement.

Research indicates that improving learning through assessment depends on five key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of assessment;
- a recognition of the influence assessment has on the motivation and self-esteem of pupils, both of which are very important influences on learning;
- the need for pupils to assess themselves and understand how to improve.

There are different types of assessment, and each serves a different purpose, and each has its place.

Summative Assessment

The end of key stage tests (SATs) provide a standard 'snapshot' of attainment at the end of key stages. A pupil's performance is described in relation to the national standards and indicates whether they are working at the expected standard, are working towards the expected standard or working beyond at greater depth.

Termly optional tests for years 1-6 also provide summative assessment information for the school to monitor attainment and progress of individual pupils as well as pupil groups. It is used in conjunction with teacher assessment.

In EYFS, information is gathered from families and prior settings to gain insights into pupils' strengths before entry to our EYFS provision. Following a careful transition into our EYFS, when children are happy and ready to learn

, the children are carefully assessed through observations and adult paired activities to accurately identify their starting points. This informs the teachers' planning for daily Maths, English, PD skills including handwriting development, and phonics sessions, as well as their whole class regular reading and sharing of stories which promote rich language extensions.

Formative Assessment

Assessment for learning happens all the time in the classroom. It involves both the teacher and the pupil in a process of continual reflection and review about progress. Central to formative assessment is that it:

- is embedded in the teaching and learning process of which it is an essential part;
- shares learning intentions with the children;
- helps pupils to know and to recognise the standards to aim for;
- provides feedback which leads pupils to identify what they should do next to improve;
- has a commitment that every pupil can improve;
- involves both teacher and pupils reviewing and reflecting on pupils' performance and progress.
- involves pupils in self-assessment.

4. Assessment approaches

At Botwell House Catholic Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Effective assessment is critical because it provides teachers with information about the pupils' understanding and needs.

We use three 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Botwell House Catholic Primary School, we use a range of formative assessments, including marking and feedback, questioning, regular short recap quizzes, mini plenaries, self/peer assessment and observations. Regular assessment for learning is used to assess pupil's knowledge, skills and understanding and to identify gaps and misconceptions. Pupils are encouraged to take an active role in assessment through self-and peer assessment and setting challenges and targets for themselves.

EYFS

Throughout Nursery and Reception, children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters and Birth to 5 Matters. Ongoing assessment is an integral part of the learning and development processes. Through the use of OWL strategy (Observe, wait, listen), adults engage with children within their play to develop new skills including language enrichment. It is through these quality interactions that staff deploy in the moment teaching opportunities that are pertinent to the range of learners. Staff celebrate moments of significance to the pupils' learning through **collecting photographic evidence of their achievements which we compile into a Learning Journey.**

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of individual pupils, pupil cohorts and pupil groups, 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** to stay informed about the achievement, progress and wider outcomes of their child across a period

KS1 and KS2

All year groups sit termly optional tests, provided by PiXL Primary. These assessments provide information for the school to monitor attainment and progress of individual pupils as well as pupil groups and pupil cohorts. Judgements are reached in conjunction with teacher assessment. These assessments provide useful information for improving future learning and identify gaps in learning for individual pupils and pupil groups. Targeted PiXL interventions that link in with the assessments are then implemented to address these. The termly assessments can be used to demonstrate improvement over time and identify any trends and can be compared with the PiXL cohort

Pupils in 6 sit the end of key stage tests (SATs) in the summer term, whilst the remaining year groups continue with the PiXL optional tests.

Once the PiXL assessments have been completed, pupils are graded:

- A1 – Pupils are on track to achieve greater depth
- A2 – Pupils should achieve greater depth but may need some additional support
- E1 – Pupils are on track to achieve the expected standard
- E2 – Pupils should achieve the expected standard but may need some additional support
- B1 – Pupils could achieve the expected standard but will need targeted interventions
- B2 – Pupils will not achieve the expected standard even with targeted support/interventions

EYFS

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance and Birth to 5 guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Both Nursery and Reception staff **complete** termly data drops as well as **informal data discussions** within EYFS teams in between these times, which advise operational activities.

- Assessment focuses on identifying **termly achievements against an on track/not on track termly guidance record and identifying those children who need further support in overcoming their areas of needs.** Provision is made for observations and assessments through experience and play with a balance of adult led and child-initiated opportunities as well as challenges woven into the continuous provision linked closely to assessment.

The systems and processes in place at Botwell focus on what is useful for us and supporting our learners. Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family.

Assessment of foundation subjects

The foundation subjects are assessed on a half-termly basis, based on the Programmes of Study that each year group will be covering. The gradings match those used for the PiXL termly assessments.

SEND pupils

All pupils in early years are assessed against the Development Matters and Birth to 5 guidance. From KS1 onwards pupils are assessed using pre-key stage levels and levels of engagement where appropriate and this may incorporate our HoLD levels.

HoLD levels are a way of capturing attainment in non-statutory areas such as speech and language and social and emotional skills. These are reviewed termly as part of the individual HoLD plan process.

Pupils who are working below the above developmental levels are assessed by the following criteria:

B1-4 (Pupils are working below the pre-nursery stage)

P1-4 (Pupils are working at the pre-nursery stage)

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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception Baseline (RBA)
- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in Year 1
- Phonics screening re-test in Year 2
- Multiplication tables check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2

5. Collecting and using data

KS1 and KS2 assessment data is recorded both on PiXL Primary and on SIMS. This data is shared with the school's allocated PiXL Associate and with the staff and Governing Board for the purpose of imparting progress and attainment and data analysis. EYFS assessment data is stored on SIMS. Access to this data is given to SIMS staff and school staff for the purpose of data analysis.

Assessment data is also made available to the local authority and Ofsted for the purpose of data analysis.

6. Reporting to

Assessment data is reported to families through termly parents' evenings. These reports include the following:

- Assessment of pupil's achievement in all subjects forming part of the school curriculum, highlighting strengths and areas for development
- Targets and next steps for Reading, Writing and Mathematics

- Comment on progress and attainment in Religious Education
- Comments on general progress
- The opportunity for discussing the report with the pupil's teacher
- The pupil's attendance record, including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendance.
- Outcomes of statutory National Curriculum teacher assessments in Year 2 and Year 6

7. Inclusion

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

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.

With this in mind, not all work is recorded in books as children who have access to an adapted curriculum do not always learn conventionally.

8. Training

Teachers are kept up to date with developments in assessment practice through staff meetings – led by the Assessment Lead and Senior Leaders, online training sessions and INSET days. The Assessment Lead will identify staff who need further training and/or continuing professional development and ensure that they have access to appropriate training. They will also stay abreast of good practice and ensure that it is shared.

Staff will develop their practice through:

- Year group and phase moderation
- Deanery moderation
- Continuing professional development
- Discussions with the Assessment Lead

9. Roles and responsibilities

9.1 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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the 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 competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the Assessment Lead. At every review, the policy will be shared with the Governing Board.

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

Senior Leaders will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book looks and pupil progress meetings