



*Jesus is the centre of our lives our  
learning and friendships,  
in a safe, happy, caring community  
where all are welcome.*

# **HOLY CROSS CATHOLIC PRIMARY ACADEMY**

## **ASSESSMENT POLICY September 2024**

**TO BE REVIEWED September 2026**

**Aims:** At Holy Cross Catholic Primary Academy we endeavour to support all pupils in making better than expected progress and raise their confidence and self-esteem. We see assessment as central to this.

**Principles of Assessment:**

Effective assessment at Holy Cross is clearly tied to its purpose. Different forms of assessment will serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

We will always be clear on:

- Why pupils are being assessed
- The things which the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Assessment at Holy Cross takes three broad overarching forms these are: day to day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment, each with its own purpose.

**Formative assessment:**

The primary purposes of day-to-day in-school formative assessment:

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

In-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents in supporting children's education.

For teachers:

In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders at Holy Cross. Effective formative assessment will identify problems at the individual level and will ensure that every child will be appropriately supported to make progress and meet expectations.

Day-to-day in-school formative assessment will include; for example:

- Question and answer sessions during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

Formative Assessment will: Inform teachers about pupils' knowledge and understanding of the topic, concept or skill. This will allow the teacher to know whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. It will also help highlight different approaches needed for different groups of pupils. Formative assessment will provide opportunities for children who have demonstrated a secure understanding to apply the concept in a different context.

## **In-school summative assessment**

The primary purposes of in-school summative assessment:

### For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It will be used to provide feedback on how they can continue to improve.

### For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a term.

### For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of a period and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

### For school leaders:

In-school summative assessment enables school leaders at Holy Cross to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

### For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

In-school summative assessments will be used by:

- Senior Leaders and Subject leaders to identify areas for intervention to ensure expected progress and attainment
  - The teacher responsible for these pupils the following year.
  - Subject Leaders for curriculum review.
- For reporting to parents.

Summative assessment will: Give all parties the information they need for their purposes.

## **Nationally Standardised Summative Assessment**

The primary purposes of nationally standardised summative assessment For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors at Holy Cross to benchmark our school's performance against other schools locally and nationally, and make judgements about our effectiveness.

For the Government:

Nationally standardised summative assessment allows the Government to hold school leaders at Holy Cross to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with school leaders at Holy Cross when making judgements about our performance.

## **Monitoring and Evaluation:**

- Both teacher assessments and formal assessments (tests) are reviewed by the SLT and Subject Leaders every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.
- Following assessment, data is analysed in detail by the subject teams, presented to the SLT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Lesson

observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

### **Teacher Assessment:**

- On-going teacher assessment is central to pupils making good progress. All teachers maintain an assessment file which shows attainment towards standards in RE, reading, writing and maths. These are completed on a regular basis by staff and used to inform the planning of next steps. Marking of work, discussions and observations inform the on-going assessments of pupils.
- Pupils are informed of their progress against year group expectations.
- At the end of each year, during transition week, teachers share their assessment information with each other to ensure end of year data is accurate.

### **Special Educational Needs:**

- Pupils identified on the SEN register are assessed in line with other pupils (using the P scales where required) or the end of year group expectations. EYFS steps are also used when appropriate for these children.

### **Assessment within the Early Years**

- A baseline assessment is conducted within the first six weeks of a pupil commencing school.
- Evidence is collected through parent contributions, observation, discussion and planned activities and experiences. These are recorded in each pupil's online learning journey. Photographic evidence is also collected together with pupil quotations. Along with written work, collected in individual books, these form the basis of the on-going teacher assessments in line with national expectations.
- The Early Years Phase Leader analyses this data termly and presents to the HT and DHT along with governors. She provides staff, within the EYFS, intervention target groups in order to accelerate progress. Data is provided to parents and carers at the end of each year.

## **Assessment in Key Stage 1 and Key Stage 2 (English and Mathematics)**

- Along with on-going teacher assessment, assessment is carried out half-termly and recorded on the school's tracking system, Sonar Tracker.
- This data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress.
- Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management systems.
- The data analysis informs the SEF and drives forward continuous professional development within school.
- The Phonics Screening Check is done at the end of Year 1 and at the end of Year 2 for those pupils who did not achieve the pass mark at the end of Year 1.
- National Assessment SATs tests are no longer carried out at the end of Year 2 instead we have our own teacher assessments.
- Assessment Data is provided to parents 2 times per year in the mid-year and end of year reports.

## **Assessment within Curriculum Subject Areas**

- Pupils are assessed termly in other subject areas against the skills requirements of the National Curriculum. This is analysed by the appropriate subject teams, a report produced and shared with teaching staff, the SLT and Governors. This enables the identification and addressing of gaps in learning for all pupils including any vulnerable groups both within a cohort and across the school.

## **Roles and Responsibilities**

- Governors: Monitor whole school progress data with support of HT & DHT
- Head Teacher / Deputy Head Teacher: Review assessments and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.
- Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.
- Teaching Assistants: Support teachers with formative assessment

- Parents and Carers: Support children at home with homework/intervention work to positively impact on progress.
- Pupils: Complete all work to the highest standard in order to facilitate good progress in school.

### Holy Cross School Assessment Flow Chart

All staff	Throughout the Year	SLT
<p>Baseline Formative Assessments to start the year: Reading, Writing &amp; Maths</p> <p>Year 6 Pupil Target Setting Meetings</p> <p>Teachers Performance Management Review &amp; PM Target Setting meetings</p>	<p>Continuous Formative Assessment.</p> <p>Subject Leader Monitoring</p>	<p><b>Autumn Term</b></p> <p>National Data Analysis (Analysing School Performance) (ASP)</p> <p>Whole School Data Analysis (ASP)</p> <p>SEF review</p> <p>School Improvement Planning &amp; Year 6 Target Setting</p> <p>School Improvement Plan review and reset.</p> <p>Presentation to Governors</p> <p>Performance Management Target Setting Meetings</p> <p>Pupil Progress Meetings end of term</p>
<p><b>Autumn Term 1</b></p> <p>RE Topic Assessments</p> <p>Half term Data input &amp; Analysis</p>		<p><b>Spring Term</b></p> <p>Teacher Half Year Performance Management Reviews 2<sup>nd</sup> Spring</p>
<p><b>Autumn Term 2</b></p> <p>RE Topic Assessments</p> <p>Half Term Data Input &amp; Analysis</p> <p>Pupil Progress meetings</p> <p>Parent Consultations</p>		<p>Pupil Progress Meetings</p> <p>Mid-Year Whole School Data Analysis</p>
<p><b>Spring Term 1</b></p> <p>RE Topic Assessments</p> <p>Half term Data input &amp; Analysis</p> <p>Mid-Year Report to parents</p>		<p>Data Presentation to Governors</p>
<p><b>Spring Term 2</b></p> <p>RE Topic Assessments</p> <p>Half term Data input &amp; Analysis</p> <p>Pupil Progress Meetings</p> <p>Parent Consultations</p>		<p><b>Summer Term</b></p> <p>KS2 National Tests Results Analysis</p>

**Summer term 1**

RE Topic Assessments  
Half term Data input & Analysis

National Assessments:

KS2 SATs May

Year TT Check Period in June

Phonics Screening Check in  
June

End of Reception GLD

**Summer term 2**

RE Topic Assessments  
Half term Data input & Analysis  
Pupil Progress discussions and  
review of year.  
Reports to parents

SIP -School Improvement Review  
Planning

Whole School Data Analysis

SEF set

Presentation to Governors