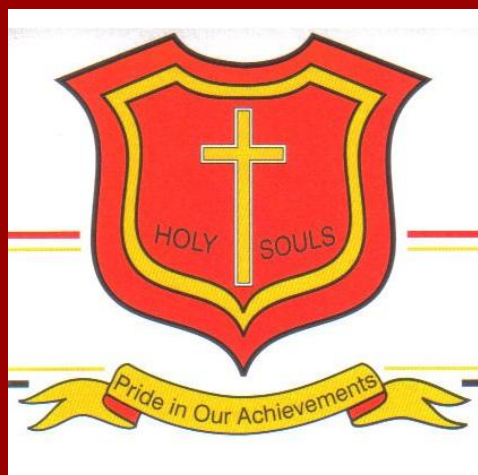


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Statement for Assessment Policy

ision Statement

ly Souls School is a Catholic School where we are our life in Christ in the growing knowledge that sus loves us. Our school is a place where everyone able to feel welcomed, valued, secure, loved and ppy. Everyone who comes into our school will be ated with respect. We remember that Jesus said, eat others as you would like them to treat you'

Date Agreed by Governors: Summer 2026

Governor Review Date: Summer 2029

Holy Souls RC Primary School

Policy Statement for Assessment

Introduction

This document is a statement of the aims, principles and strategies for Assessment at Holy Souls RC Primary School. It was developed during the Spring term of 2023 through a process of consultation with teaching staff and Governors. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

Mission Statement

“To love one another as I have loved you” is at the heart of our Mission Statement. Holy Souls is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Through our Mission Statement we encourage all pupils to take pride in their achievements. Our Assessment policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

Rationale

Assessment is a continuous process, which is integral to teaching & learning, allowing children to achieve their true potential.

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- To provide information to inform the school's strategic planning.
- To gather information to inform teachers' planning.
- To track individual, group and cohort progress.
- To allow children to be involved in their own learning.
- The positive achievements of a child may be recognised and the next steps are planned.
- Learning difficulties can be identified more quickly and appropriate help given.
- The overall achievements of the child can be recorded systematically.
- The school and child's achievements can be monitored.

The legal requirements for record keeping, assessing and reporting can be met.

ASSESSMENT FOR LEARNING

This is an integral part of the teaching and learning process at Holy Souls RC Primary School. It includes:

- Formative assessment - the information gained 'forms' or affects the next learning experience.

- Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- Summative - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time.

This is an essential tool for identifying what has been learned in terms of both attainment and achievement. This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

Leadership of Assessment

The Senior Leadership Team ensure attainment and progress are being monitored rigourously throughout the school. Reports are presented to the Full Governing Body and to the Governors' Standards and Effectiveness Committee termly to highlight pupil progress and attainment.

Pupil Progress Meetings

Pupil progress meetings are held between the Assessment Leader and class teachers at the end of the Autumn term, Spring term and Summer term. Individual pupils' progress and attainment is discussed, which assists in identifying pupils who are not on track or who are a cause for concern and may therefore need interventions, as well as noting those who are exceeding expectations. This ensures accountability.

Tracking

All pupils are tracked throughout the year and are discussed at pupil progress meetings. Focus groups may include:

- Pupil Premium pupils
- SEND pupils
- More able pupils
- EAL pupils
- Boys/girls
- Ethnicity

Special Educational Needs and Disabilities (SEND)

Where possible, children with SEND are assessed using the same assessment procedures as their peers. However, where this is not possible, other assessment tasks may be used, such as YARC Reading assessment, Pivats or tracking back to a lower year group. Children who are working significantly below their year group expectations may be given a previous year group assessment tool to ensure the content is accessible for their needs and it gives a clear indication to which year group they are working in.

During tests, children with SEND are allowed the same support as given in the classroom e.g. if they have a reading need, they can have Maths questions read to them. Other access arrangements might include the test being printed on coloured paper, test paper being enlarged, a scribe to write down their answers, having additional time to complete the test or having additional breaks inbetween.

On rare occasions if a child does not meet the expected level to take the SATs tests, they may be disapplied from these tests. Parents/carers would be informed of this by the Headteacher.

Key Stage SATs analysis

The Senior Leadership Team analyse Key Stage results via the following documents and data:

- Analyse School Performance (ASP)
- The Blackburn with Darwen School Profile
- Internal iTrack Primary data

Data analysis is reported to Governors, staff and the School Advisor.

Consultations and Reports to Parents

Parents'/Carers' Evenings take place in both the Autumn and Spring terms. Written reports are prepared for parents/carers towards the end of the Summer term, with an option to discuss the report with the class teacher if necessary. The report gives details of work covered, achievements, the standards at which the pupil is working at, end of key stage results, Y1 phonics screening check or Y2 phonics screening check resit results, as well as offering advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to current learning. We try to be positive about achievements and give advice for future success.

Marking and Feedback

Teachers use a policy for live marking which is fully understood by all staff (see separate Marking and Feedback Policy). Classwork is marked using this common framework and verbal comments are made during the lesson to tackle misconceptions that may arise but to also push and challenge the children.

Management Information Systems

At Holy Souls we use 'iTrack Primary' to record and track pupil progress in all year groups. In Years 1-6, formal assessment in Maths takes place using the Red Rose Mastery Maths end of term tests and Reading is formally assessed using the NFER Progress tests. These tests take place at the end of each term and give the teacher an age-related score and a standardised score. Teachers also assess Writing termly using the Literacy Counts scheme, Teacher Assessment Frameworks and moderation resources to help inform their teacher assessment. Teaching staff have half termly writing moderation meetings run by the subject leader for English.

EYFS staff use the Reception Baseline Assessment at the beginning of the Autumn term to assess individual starting points. As the year progresses, teaching staff use the Development Matters progress markers to track individual progress and this information is recorded termly on iTrack Primary. Teaching staff input the results in the tracking system following these headings:

- Below
- Not on track
- On track

WellComm is an evidence-based speech and language toolkit used to identify, monitor and support children with communication needs. The WellComm Assessment is carried out in September as a baseline, then termly to assess the understanding of language. Assessment information from this is shared with the local authority each term.

Formative Assessment

Formative assessment is central to classroom practice and planning. Learning objectives and success criteria are shared with pupils and teachers discuss with pupils how the learning objectives

can be achieved. Formative assessment takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school to build pupils' skills in critical thought, monitoring of their own work and to become more independent learners who take responsibility for their own learning. Assessments are recorded on a continual basis.

Summative Assessment

More formal assessments are carried out to prepare children for the style of national tests and to support the professional judgement of the class teacher.

In-school summative assessments include:

- End of term tests where appropriate
- End of unit quizzes
- Pupil progress meetings
- Red Rose Mastery Maths end of term tests and Learning Checks at the end of each unit
- NFER Reading tests
- Star Reading tests – Accelerated Reader
- Monitoring by the subject leaders
- Assessment relating to the National Curriculum expectations for Years 1 to 6 which is recorded on the school's tracking system – iTrack Primary
- Assessment of the EYFS
- End of year annual reports outlining progress and attainment in relation to National Curriculum end of year expectations
- Year 6 - Baseline in the Autumn term, ongoing checks and mock week in preparation for the SATs test
- Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- Termly reviews of SEND Support Plans for pupils with SEND – SENDCO and Assessment Leader

National assessments include:

Autumn Term 1	Reception Baseline Assessment (RBA)
May	• National Curriculum teacher assessments at the end of KS1 • KS2 Statutory Assessments Tests (SATs): Reading, Maths, Grammar, Punctuation and Spelling (GPS)
June	• Y1 Phonics Screening Check • Y2 Phonics Screening Check (for children who did not pass in Year 1) • Y4 Multiplication Times Tables Check (MTC) • EYFS Teacher assessment of the Early Learning Goals • KS1 teacher assessment of Reading, Writing and Maths • KS2 teacher assessment of Writing and Science

Pupils' writing is assessed against Assessment Frameworks, which outline the curriculum expectations for each year group.

Assessment processes for EYFS are detailed within a separate section of this policy

Progress

Progress at the end of each curriculum year: Years 1-6 pupil attainment is measured against Age Related Expectations and progress is measured against their individual starting points.

The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at 'greater depth' within the expected standard (GDS); working at the expected standard (EXS); working towards plus (WTS+) and working towards the expected standard (WTS). It is against these measures and according to Age Related Expectations, we measure progress and based on overall teacher assessment, decide upon the key outcome at the end of each curriculum year. For example:

WTS	WTS+	EXP	GDS
A child who is working at a National Curriculum standard, but below that of their own year group. Standardise score of below 90	A child who can has achieved some of the objectives set out in the curriculum for their year group. Standardise score -90-99 slight behind age related expectations	A child who has achieved most of the learning objectives set out in the curriculum for their year group. Standardise score 100-109 at age related expectations	A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application. Standardise score 110+

Early Years Assessment

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 key areas of learning. These are grouped into Prime or Specific areas

Prime Areas	Specific Areas
Personal, Social and Emotional (PSED) Physical Development Communication and Language	Literacy Mathematics Understanding the World Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school. The assessment is not intended to provide diagnostic information about pupils' areas for development. The assessment takes the form of a twenty minute 1:1 session with the teacher. Staff also enter baseline assessment data into the iTrack data management system to track pupil progress.

EYFS Profile /Tapestry

At the end of the Early Years Foundation Stage, children will be assessed against each of the seventeen Early Learning Goals (ELGs). Staff will assess and moderate together as to whether a child is meeting the level of development expected. They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is “A Good Level of Development”. In order to achieve “A Good Level of Development”, children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child.

The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child’s development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child’s next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Assessment in the Foundation Subjects

All foundation subjects are tracked via our internal system – iTrack Primary. Subject leaders are able to clearly see attainment and progress of their subjects.

Assessment leaders analyse this on a termly basis and report back to the subject leaders and Headteacher.

Monitoring And Evaluation

The Headteacher will ensure this policy is implemented consistently throughout the school.

This policy will be evaluated and reviewed bi-annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

Rebecca Davies & Lucy Brown

February 2026