Holy Trinity Catholic School

Assessment and Reporting Policy

May 2025

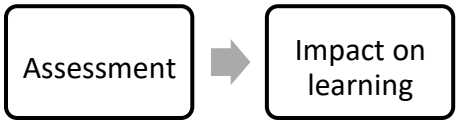
(This policy updates and replaces the Assessment Policy from June 2017)

Next review: May 2026

Ratified by Governors 14th May 2025

Principles of assessment

Assessment information is used to plan appropriate teaching and learning strategies and to identify pupils who are falling behind in their learning or who need additional support, enabling them to make good progress and achieve well. All staff must have consistently high expectations of what each pupil can achieve, including the most able and the most disadvantaged. Teachers use any assessment for establishing pupils' starting points to modify teaching so that pupils achieve their potential by the end of a year or key stage.

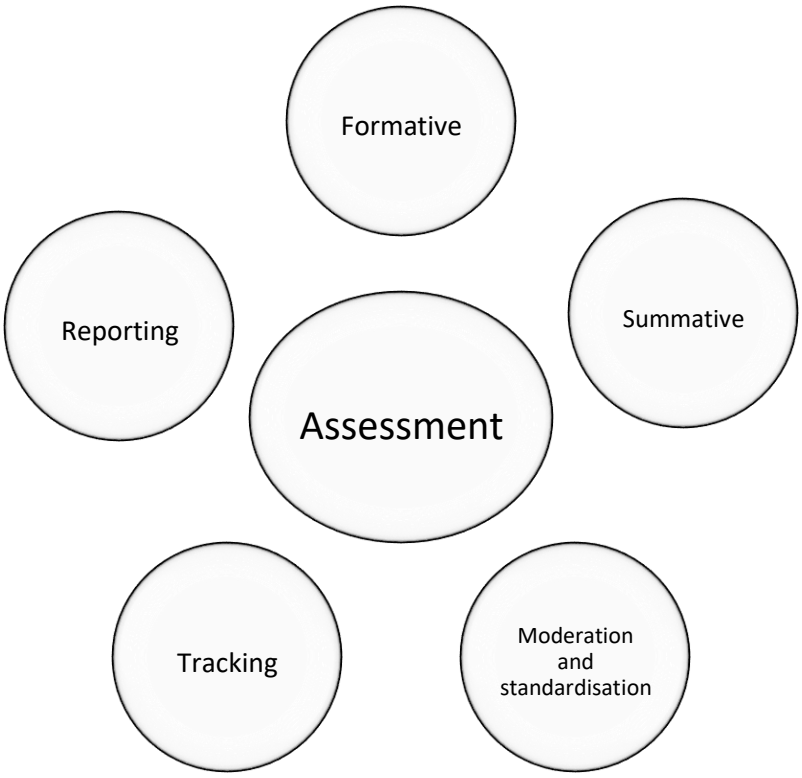


Progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty. Sometimes progress is simply about consolidation. For pupils with recognised SEN and disabilities, assessment should consider long-term wider outcomes such as higher education, employment and independent living and they might need to be adapted by using visual stimuli and alternative means of communication. Assessment should be inclusive of all abilities. We should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.

Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content).

Main components

There are 5 main components: formative assessment, summative assessment, moderation and standardisation, tracking and reporting systems.



There is no intrinsic value in recording formative assessment; what matters is that it is acted on. This means that formative assessment data should be used for the teacher's own planning purposes and to inform professional dialogue.

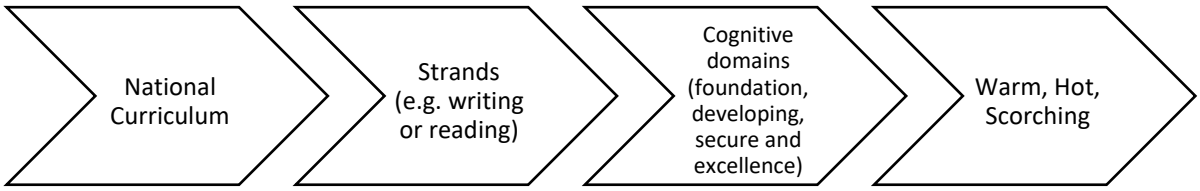
Key strands, cognitive domains, Warm, Hot Scorching and DIRT

All departments should identify key strands that will be used to structure their assessment practices. These strands must be linked to the National Curriculum Programme of studies and attainment targets, and when appropriate, to GCSE specifications. The KS3 and KS4 curriculum plans designed must be structured to support the students' progress in each strand. The curriculum and approach to assessment must be aligned.

For planning purposes, each strand must be divided in four cognitive domains: foundation, developing, secure and excellence (it is not the same to ask a student to list, describe, to explain or to evaluate).

The use of Warm, Hot and Scorching and Driving or Challenging Questions in lessons allows teachers to focus on what the students need to improve and consider the appropriate teaching approach after reflecting on the students starting points. These are used to differentiate particular lessons, and they are more specific than cognitive domains (e.g. within the foundation domain, teachers can plan lessons using Warm, Hot and Scorching as appropriate to the students' needs).

When marking students' work, a clear success criteria must be shared and understood by the student. Students must be given time to DIRT (Direct Improvement Reflection Time).

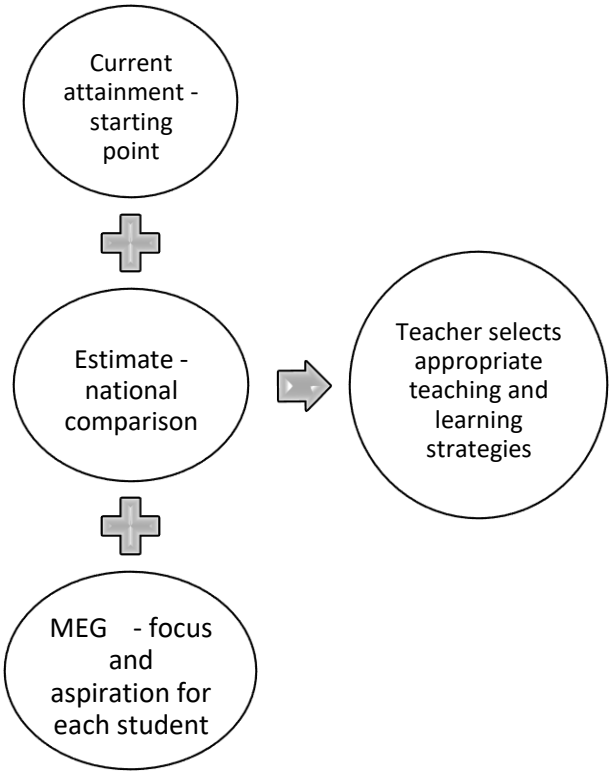


Setting standards – the estimate and the minimum expected grade (MEG)

In order to understand if a student is making the expected progress at each data collection, every student is set an 'estimate' for each subject. The estimate is a reference which indicates how other students with similar prior attainment achieve nationally.

The estimate is informed not only by National Curriculum Tests at KS2, but also by the completion of Cognitive Ability Tests and qualitative information provided by their parents and previous providers as appropriate. Estimates are only shared with members of staff and they range from 1 to 9. Estimates are more useful when analysing the progress of full cohort of students or large groups of students.

A pupil is set an aspirational but also realistic minimum expected grade for each subject. The MEG is not only informed by the estimate but also by the progress and standards achieved by the pupil.

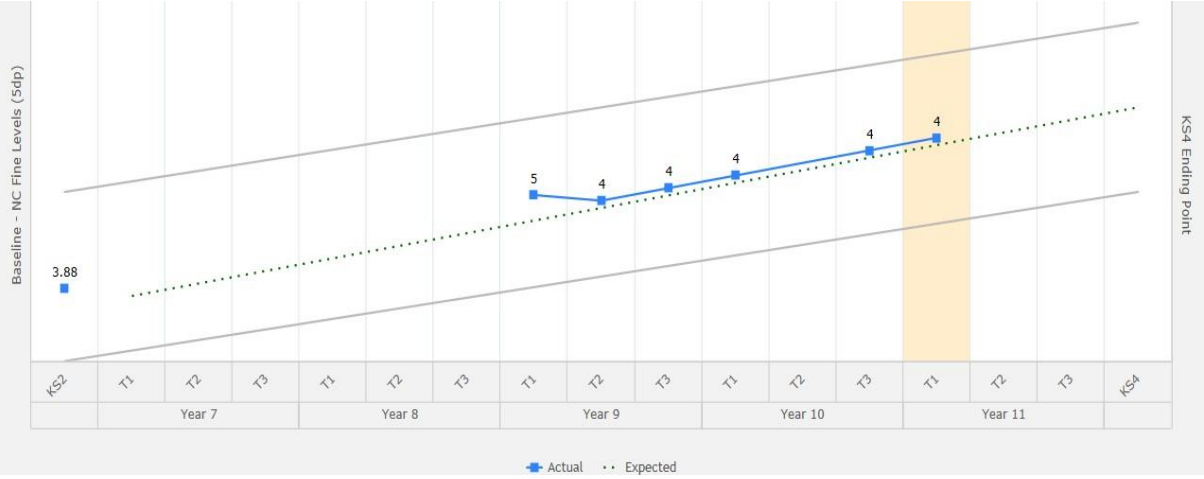


The minimum expected grade is a minimum expectation which also supports teachers to plan and deliver appropriate learning strategies according to their starting points. We expect all pupils to be able to attain above their minimum expected grade, and if appropriate, we can review and amend, as necessary.

For the two cohorts of students that did not take by National Curriculum Tests at KS2 due to Covid – current Year 10 and Year 11 - we set an estimate based on Cognitive Ability Tests in Year 7 and then again in Year 10.

How assessment outcomes will be used to raise standards

Whole school data is collected in the form of a scaled score. The scaled score mirrors the GCSE grading structure, from U to 9. It should draw on a range of evidence of what pupils know, understand and can do across the curriculum. A grade 4 in year 7 means the student has achieved in Year 7 what it is needed to progress and achieve a grade 4 at GCSE. A grade 4 in Year 8 is consequently more complex than a grade 4 in Year 7.



Note: The expected (dotted line) represents the national estimate.

The data analysis will inform the key priorities at whole school, departmental and class level and interventions must be planned using the 3is procedure (Identification, Intervention, and Impact) for the groups who are underachieving. For a group of students, the progress data is based on the estimates, not the individual students' targets.

How assessment outcomes are communicated effectively to pupils and their parents

Formative marking should be a dialogue between the teacher and the pupil and should take progress and next steps or 'What Went Well / Even Better If' approaches.

Whole school summative assessments will be shared with parents and pupils after each data collection. Subject teachers can also share the outcomes of each summative assessment in the following format:

- At KS3, pupils will receive an acronym and this will let them know where they are, in relation to their target:

Exceeding Exceeding minimum expected grade
On track Achieving minimum expected grade
Working towards Pupil is working one grade below minimum expected grade
Requires improvement Pupils are working two grades below minimum expected grade

- A minimum expected grade will not be shared with pupils/parents at KS3 but instead the acronym communicated with them will focus on skills and what pupils can do. Red, amber, green has been removed from our reporting system and replaced with the colours above.
- The report to parents will read as below:

Subject	Progress
Geography	Exceeding
English	On track

- A minimum expected grade will be introduced to pupils and shared with parents at the beginning of Year 9 Spring 1, which will allow them to make informed option choices.

- At KS4, pupils will receive a mark and a GCSE grade (1 to 9) and an indication of whether they are requires improvement (RI), working towards (WT), on track (OT), or exceeding (EX).

Subject	Scaled score	GCSE Minimum expected grade	Progress
Geography	4	3	Exceeding

A yearly report will also be shared with pupils and parents with a comment about the progress student is making towards key strands. The report will also inform about the next steps needed to improve and how parents can support at home. Parents can access this information electronically via the 'My Child At School' portal linked to our MIS (Bromcom).

Accuracy of data collected

The core purpose of data collection is improving outcomes for pupils. We work under the principle of 'collecting once, use many times'. All data collected must provide a reliable and defensible measure of educational attainment.

Subject leaders will decide on how many summative assessments they need to record in a departmental tracking system. Teachers should be aware of any potential bias in their assessments of pupils and make conscious efforts to guard against it via moderation and standardisation. The purpose of in-school quality assurance is to check the consistency of teachers' judgements after they have made their assessments to ensure the accuracy of pupil information collected in each data capture**.**

In order to ensure that data is accurate, all departments must have the following:

- A departmental tracker to collect summative data which is linked to the specific curriculum
- During an academic year all strands in a subject must be at least assessed once using summative assessments.
- Summative assessments must be designed as similar as GCSE exams as possible
- A consistent approach to moderating summative assessments – examples of moderated work at all scaled scores must be collected in a moderation folder (this could include electronic materials)
- Develop links with other educational institutions to cross reference and moderate assessments
- Use of standardised materials such as previous exam questions and textbooks to inform attainment

A key indicator of how accurate the data is at whole school, departmental and class level will be analysis of GCSE predictions against actual outcomes. All departments must work on reducing any significant gaps between outcomes and predictions.

Through the key stages, there needs to be a focus on variety of assessment using effective success criteria providing an accurate data measure, but also keeps the love of learning within the curriculum.

Supporting documentation

- Whole school assessment and reporting calendar
- Department marking policies
- School Marking and Feedback Policy
- Target Setting Policy

Appendix I - <u>The primary purposes of assessments</u>:

There are three main forms of assessment:

- in-school formative assessment, which is used by teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- in-school summative assessment, which enables schools to evaluate how much a student has learned at the end of a teaching period;
- and nationally standardised summative assessment, which is used by the Government to hold schools to account.

	Formative assessments	Summative assessments	Nationally standardised summative assessments
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.	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 should be used to provide feedback on how they can continue to improve.	Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.
For parents	When effectively communicated by teachers, 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 and schools in supporting children's education.	In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.	Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
For teachers	In-school formative assessment should be 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.	In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on classlevel outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.	Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.
For school leaders	In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.	In-school summative assessment enables school leaders 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.	Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.
For the Government	The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.	The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).	Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted	Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.	Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.	Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

APPENDIX II - Cognitive and response domains

Cognitive and response domains	List of examples (non-comprehensive)	List of examples (non-comprehensive)
Foundation	1. Knowledge. 2. Highly familiar context. 3. High level of support given. 4. Selecting 5. Basic information. 6. It is not abstract. 7. Simple retrieval. 8. Answers require a few words. 9. No subject specific technical language.	10. Selecting responses / ranking / ordering / matching / labelling 11. Recall facts 12. None numerical steps. 13. No special reasoning 14. No data interpretation required. 15. Simple response 16. Remember previously learnt information 17. Response format is provided 18. Makes straightforward observations.
Developing	1. Knowledge and comprehension. 2. Applies knowledge to given context. 3. Some support given. 4. Select and retrieve information. 5. Simple information. 6. Limited abstraction. 7. Some retrieval. 8. Answers require short sentences. 9. Basic subject specific technical language.	10. Recalls or describes simple factual information. 11. Recall facts and make basic links. 12. One or a small number of numerical steps. 13. Limited reasoning. 14. Interpretation of simple data. 15. Construct a small set of responses. 16. Provides explanation based on knowledge or simple evidence. 17. Use facts to solve simple problems. 18. Applies knowledge to actual situations.
Secure	1. Application and analysis. 2. Context might fall outside immediate personal experience. 3. Some level of support given. 4. Transforming and inserting. 5. Some competing information. 6. Some abstractness. 7. Some retrieval and inference. 8. Answers require sentences. 9. Complex words and limited specific technical language.	10. Find and copy / short response 11. Use facts 12. Several numerical steps, all of them simple 13. Complex reasoning 14. Interpret data 15. Construct a set of responses 16. Applies knowledge to actual situations, breaking down information into smaller parts 17. The response format may not be given but strategy is clearly provided 18. Makes predictions based on data.
Excellence	1. Synthesis and evaluation. 2. Unfamiliar context. 3. Questions with no support given. 4. Open response. 5. Information not located by the question. 6. High level of abstractness. 7. Complex inference. 8. Extensive answers required and they need to be organised. 9. Knowledge of complex words and subject specific technical language.	10. Open-ended response 11. Understand and use facts to solve problems creatively 12. Complex numerical steps 13. Interpret and infer 14. Generate information from data 15. Construct a complex explanation 16. Makes and defends judgements based on evidence 17. No response format or strategy provided, elaborate own extended response

		18. Makes inferences and deductions from information given and own knowledge.

APPENDIX III – Examples of possible strands by subjects

Science BIOLOGY	Knowledge and understanding	Application	Analysis				Literacy (prose)	Numeracy (Mathematics)
Science CHEMISTRY	Knowledge and understanding	Application	Analysis				Literacy (prose)	Numeracy (Mathematics)
Science PHYSICS	Knowledge and understanding	Application	Analysis				Literacy (prose)	Numeracy (Mathematics)
ART	Develop research	Record ideas / refine materials	Presentation				Literacy	
GEOGRAPHY	Knowledge and understanding	Investigation, interpretation and analysis	Evaluation and decision making	Map/atlas skills			Literacy	Numeracy
COMPUTING	Algorithms	Programming and Development	Data & Data Representation	Hardware & Processing	Communications and Networks	Information Technology	Literacy	Numeracy
MEDIA STUDIES	Knowledge and understanding	Description interpretation	Evaluation and analysis	Analysis and Synthesis			Literacy	
RE	Knowledge and understanding	Description and interpretation	Evaluation and analysis	Analysis and synthesis			Literacy	Numeracy
MFL	Grammar	Accuracy	Listening	Speaking	Reading	Writing		Numeracy
FOOD	Diet and Food origins	Food Choice and consumer awareness	Food preparation and handling skills	Food safety			Literacy	Numeracy
Music	Performing	Composition	Listening				Literacy	Numeracy
Product Design	Design	Making	Evaluation	Technical knowledge			Literacy	Numeracy
MEDIA (KS4)	Production	Planning and evaluation	Controlled assessment (research)	Print			Literacy	Numeracy
MATHS	Number	Algebra	Geometry and measures	Statistics and probability			Literacy	
ENGLISH	Literature	Reading	Writing – organisation and content	Writing – technical accuracy				Numeracy

Appendix IV - Day-to-day in-school formative assessment

It helps pupils and parents understand how well the pupil is doing and what they need to do to improve, helps teachers to plan and teach appropriately and provides assurance to school leaders.

- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
- How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
- How will I ensure my approaches to assessment are inclusive of all abilities?
- How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

With formative assessment, where what matters is what is acted on, not what is recorded, teachers and school leaders should consider carefully **what extra value would be achieved by additional recording and whether it is worth the additional workload it generates.**

Good formative assessment ranges from:

- the probing question put to a pupil as they think something through;
- quick recap questions at the opening of a lesson;
- scrutiny of the natural work of pupils;
- right through to formal tests;

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

Formative assessment does not have to be carried out with the same test used for summative assessment, and can consist of many different and varied tasks and approaches.

Similarly, formative assessments do not have to be measured using the same scale that is used for summative assessments

Appendix V - In-school summative assessment

It provides pupils and parents with information on their attainment and progress over a period of time, enables teachers to evaluate their teaching and plan future teaching and enables school leaders to monitor performance.

With summative assessment, schools should consider the requirements of different groups of people who will view the data produced, and take an appropriate approach to collecting and recording it.

- Who will use the information provided by this assessment?
- Will it give them the information they need for their purposes?
- How will it be used to support broader progress, attainment and outcomes for the pupils?
- How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?
- How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching. Examples:

- *End of year exams*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*
- *Nationally standardised summative assessment*

Appendix VI – An example of reviewing the accuracy of a scaled grade

Note:*(To be completed by Faculty Leader together with subject teacher)*

Faculty: _____

Faculty Leader: _____

Student: _____

Data Capture Scaled Grade:_____

Teacher: _____

Number of assessments used to inform this data capture: _____

Where were the assessments recorded? (e.g. departmental tracker or subject teacher spreadsheet)

_____

How many assessments were standardised? (e.g. using examining board marking scheme)

_____

How many assessments were moderated?

_____

What grade boundaries were used? (e.g. departmental / teacher made)

_____

Have the grade boundaries been cross-referenced with another school?

_____

Did the assessments informed different strands? (e.g. reading / Biology / algebra)

_____

Any comments

(Must be signed by Head of Faculty) _____ **Date:**

_____

Appendix VII – An example of reviewing assessment practices at Faculty Level

Faculty Leader – assessment review on YEAR 11 Data

Faculty: _____

Faculty Leader: _____

The team

How many teachers are in your faculty and what are their main subjects?

_____

How many teachers are currently trained examiners for the most up to date specification?

_____

How many members of the department have been trained to use the online standardisation materials provided by the examining boards?

_____

Departmental tracker:

a. The department has a departmental tracker (yes / no)
b. If yes,
    a. The departmental tracker has information about all the skills / strands / assessment objectives (yes / no)
    b. When reviewing Y11 DC3 with subject teachers, did they use data that was not in the departmental tracker? (yes / no)

Summative assessments:

Do you have grade boundaries based on previous year outcomes? (yes / no)

After a summative assessment is marked, the department meets to discuss and agree grade boundaries (yes / no)

I have up to date textbooks with standardised exam questions. (yes / no)

I have a software that allows me to use standardised questions (yes / no)

Our summative assessments mirror GCSE exams and include different strands (yes / no)

Have you discussed your grade boundaries with other schools? (yes / no) Are

your assessments standardised? (yes / no)

Departmental records

I have a folder with exemplar materials for all year groups. (yes / no)

I have records of work which have been externally moderated. (yes / no)

Moderation

After each summative assessment is completed, a sample is moderated (yes / no)

a. If no, how frequent do you moderate the outcomes of summative assessments recorded in your departmental tracker?

_____

Interventions

I have a folder where I keep records of all interventions (yes / no)

After a data capture, I discuss progress with subject teachers (yes / no)

Assessment calendar

I have a departmental assessment calendar (yes / no)

If yes,

a. The assessment calendar takes into account different strands (yes / no)

If you need to expand on the points above or would like any support on any of them, please use the box below:

(Must be signed by Head of Faculty) _____**Date:**_____

Appendix VIII – Example of moderation pro-forma

Faculty: _____

Title of Assessment / task:_____

Date:_____ **Teacher:**_____ **Subject:**_____

Marks / grade awarded by subject teacher:

Moderated by:

Marks / grade awarded by teacher moderating assessment / task:

Points raised during discussion after moderation:*(Please note any recurring issues with literacy, any discrepancies within marking including levels/grade boundaries and / or any other general comments)*

Final mark / grade agreed:

Actions taken by the class/subject teacher *(Please note any actions to be taken as a result of the feedback given)*

(Must be signed by Head of Faculty) _____**Date:**_____

Appendix IX - Useful websites:

The Standards and Testing Agency https://www.gov.uk/government/organisations/standards-and-testing-agency#content The STA set the tests to assess children in education from early years to the end of key stage 2. You can find a National Curriculum Test Handbook. The NCT handbook contains information on the design, development and delivery of the 2018 key stage 1 (KS1) and key stage 2 (KS2) national curriculum tests. They also have the Assessment and Reporting Arrangements (ARA) – a guidance for schools, local authorities and maintained bodies responsible for the KS1 and KS2 assessments, including the phonics screening check, the KS1 and KS2 tests.
The National Curriculum https://www.gov.uk/government/collections/national-curriculum The national curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages.
The National Curriculum and Assessment https://www.gov.uk/government/publications/national-curriculum-and-assessment-informationfor-schools
The Programmes of study https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject Individual programmes of study and attainment targets for key stages 1 to 4.
The Teachers' Standards https://www.gov.uk/government/publications/teachers-standards These standards set the minimum requirements for teachers' practice and conduct. It has a section about making accurate and productive use of assessment.
The Assessment Principles https://www.gov.uk/government/publications/assessment-principles-school-curriculum Information for all schools on developing effective assessment systems.
P-Scales for SEN https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen Performance (P scale) attainment targets for pupils with special educational needs (SEN).
Assessment without levels – approaches https://www.gov.uk/government/publications/approaches-to-assessment-without-levels-in-schools Research and analysis - Exploring ways teachers assess their pupils in primary and secondary schools following the removal of national curriculum levels. December 2018
Reducing teacher workload https://www.gov.uk/government/publications/reducing-teacher-workload-data-management-review-group-report Report about eliminating unnecessary workload for teachers when managing data, including principles and recommendations. March 2016

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