



Assessment Policy (Primary)

Responsible for policy:

Review:

Chair of Directors

**CC3 Quality, Provision and Performance
Triennial**



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Definitions

In this Assessment Policy, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Assessment Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, Saint Gregory, Saint John Fisher, Saint Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v **'Clerk'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- vi **'Chief Executive Officer (CEO)'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Education Service'** means the education service provided by the diocese, which may also be known, or referred to, as the DES.
- viii **'Local Governing Body'** means the governing body of the School.
- ix **'Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day-to-day management of the school. For this policy that also includes Associate Principal and Head of School
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- xiv **'Summative assessment' (Assessment of Learning)** is used to evaluate pupils' learning at the end of an instructional unit or period. It measures how well pupils have achieved the intended learning outcomes and is typically used for reporting, grading, and accountability.
- xv **'Formative assessment' (Assessment for Learning)** refers to ongoing, day-to-day assessments carried out by teachers and students during the learning process. Its purpose is to gather feedback that can be used to adapt teaching and learning activities to meet pupils' needs.

1. Purpose

The purpose of this policy is to establish a consistent and effective approach to assessment across all primary schools within The Romero Catholic Academy. It aims to ensure that assessment is used as a tool to improve learning, track progress, and inform teaching. The policy supports the CMAC's mission to help every pupil achieve their God-given potential by promoting high standards, identifying learning needs early, and enabling targeted support and intervention. It aligns with national expectations and reflects the Catholic ethos of nurturing the whole child.

Our approach is inclusive, and we strive for pupils and students of all abilities to achieve. We believe that all pupils and students, irrespective of their background, are made in God's image and have unique talents. In Christ, all things are possible and we believe that each individual is capable of learning and experiencing success as a result of hard work, commitment, learning from mistakes and guidance.

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year expectations, ensuring high quality, in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our schools generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our schools is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with Government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all pupils and students make good progress and achieve their God given potential
- Track attainment and progress against end of year expectations to inform teaching and learning
- Provide a consistent approach across all subject areas and phases
- Ensure formative assessments are an integral part of day-to-day teaching and learning in every classroom, enabling us to identify pupils and students who are falling behind in their learning or who need additional support, including the most able
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention
- Share meaningful feedback (written and oral) with pupils and students, highlighting their strengths and helping them to understand what they need to do to improve
- Set pupils and students challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively
- Ensure as many pupils and students as possible are ready for their next steps in learning at key transition points or for higher or work-based education

2. Scope

This policy applies to all primary schools within The Romero Catholic Academy: Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, Saint Gregory, Saint John Fisher, Saint Patrick, and Cardinal Wiseman. It is relevant to all staff involved in teaching, learning, and assessment, including senior leaders, teachers, support staff, and assessment leads. The policy covers formative and summative assessment practices, statutory testing, reporting to parents, and the use of assessment data to monitor progress and inform school improvement. It also outlines responsibilities at CMAC, school, and classroom levels to ensure consistency and accountability.

3. Roles and Responsibilities

Arrangements for the governance, management and evaluation of assessment: Roles and Responsibilities

Board of Directors / CEO

- Monitor and challenge the work of the Local Governing Body
- Review reports from Local Governing Bodies and Principals and make strategic decisions regarding the performance of the individual academies
- Set realistic, yet challenging strategic targets for the Local Governing Bodies and the individual academies
- Broker school improvement support where necessary
- Be responsible to DES and other agencies for whole academy performance

Romero School Improvement Team

- Moderate teacher assessments and testing periods within the academy
- Analyse data for school improvement and reporting
- Lead and monitor Academy assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice
- Provide timely reports in the requested format to the Board of Directors and Local Governing Bodies
- Share learnings and best practices across Romero and within the wider learning community
- Provide guidance for Assessments Leads on provisions for assessment periods
- Liaise with other CMATs, MACs, MATs, VA schools to exchange good practice
- Lead on the use of PowerBi and other portals (DataWatch, Perspective Lite)

Local Governing Bodies

- Monitor whole school data
- Monitor assessment practices in individual academies
- Provide challenge and support to the academy Principal and the Senior Leadership Team
- Provide timely reports in the requested format to the Board of Directors

Senior Leadership Team

- Moderate teacher assessments and tests
- Set and review realistic yet challenging whole school and individual targets
- Analyse data for school improvement and reporting
- Lead and monitor whole school assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice
- Provide timely reports in the requested format to the Board of Directors and Local Governing Bodies
- Share learning and best practices across The Romero Group and within the wider learning community

Teachers

- Regularly use ongoing formative assessment
- Make summative judgements at defined points in time

- Use effective and appropriate questioning techniques and provide feedback to pupils and students and set realistic yet challenging targets for them
- Provide assessment information to the senior leadership team, parents and pupils in the format requested
- Share learning and best practices across Romero and within the wider learning community
- Be fully committed to their ongoing continuous professional development

Support Staff

- Provide feedback to teachers on pupil and student progress and attainment in the format requested
- Share learning and best practices across Romero and within the wider learning community
- Be fully committed to their ongoing continuous professional development

4. How assessment outcomes are collected and used

We use three key forms of assessment:

In – school formative	In – school summative	Nationally standardised summative
<i>“All those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”</i> — Black & Wiliam (1998), cited in DfE literature	<i>“Summative assessments are examinations and formal tests which determine whether a student has passed or failed. They provide systematic evidence to teachers about their students’ learning and achievements.”</i> — Kanjee & Sayed (2013), cited in DfE literature	National summative tests—also known as statutory national curriculum assessments—are formal assessments administered at specific stages of primary education to measure pupils’ attainment against the national curriculum standards.
In – school formative assessment Formative assessment is used to: • Assess knowledge, skills and understanding • Identify pupils’ strengths • Highlight gaps in learning • Tackle pupils’ misconceptions • Identify the next steps in learning • Diagnose need for support or intervention • Inform teacher planning and reporting Types of formative assessment include: • Rich question and answer sessions during lessons • Marking of pupils’ work • Observational assessment • Regular short re-cap quizzes • Scanning work from across the curriculum for pupil attainment and development • Adult and peer feedback • Child self-assessment, reflection on learning	In-school summative assessment • Termly AQA Test base tests are completed for Years 1 to 5. These are used to record attainment in Reading and Mathematics (with GPAS assessments available for completion at the school’s discretion). • Each test should be analysed to produce a question level analysis (QLA) document which provides an oversight of the children’s areas of development from their assessment. • The QLAs contain key content domains and enable teachers to measure, track and share children’s attainment. • For Writing, the Romero Writing Indicators are used with a termly judgement that is moderated in school termly and centrally annually. • For Year 6, previous SATs papers and the TAF for Writing are used.	These include: • Reception Baseline Assessment (within first 6 weeks of Reception) • Phonics Screening Check (Year 1) • Multiplication Tables Check (Year 4) • Key Stage 2 SATs (Year 6) in: ▪ English reading ▪ English grammar, punctuation and spelling (GPS) ▪ Mathematics DfE and the Standards and Testing Agency (STA), the main purposes are to: • Ascertain what pupils have achieved in relation to the national curriculum attainment targets. • Hold schools to account for the attainment and progress of their pupils. • Inform parents and secondary schools about individual pupil performance. • Enable benchmarking between schools and monitoring of performance locally and nationally. • Identify pupils needing additional support, especially in phonics and core subjects

5. Test Papers

The specific test papers to be used are set by the School Improvement Team and shared via the assessment calendar each year. Test papers exist for Reading, GPS and Maths. These tests also have a corresponding Question Level Analysis (QLA) tool which will give staff individual pupil reports, and an overall report for cohorts.

Year 1-5 Test Papers

Autumn term Year 1 tests are diagnostic and can be used as conversational tools to assess children's learning. For the remainder of the year and across other year groups, tests are undertaken each term in Reading, GPAS and Maths. See example timetable for more information.

Years 6 Test Papers

These tests are undertaken each half term in Reading, GPAS and Maths. These are previous SATs papers. The specific papers are set by the School Improvement Team. See example timetable for more information.

6. Writing

Writing will be assessed using writing indicators for each year group derived from the Romero Writing Indicators. Each year group will have statements that address the working towards expectations, working at expected and working at greater depth within the expected standard. There is an expectation for writing opportunities to take place at least 4 times a term. These pieces of writing need to be formally assessed using the writing indicators for the year group that the child is working on.

The model that Romero uses is "best fit" in the Autumn and Spring term. This means children must have evidence of most of the statements being achieved over a collection. The Summer term judgement is a "secure fit", meaning that all of the statements must be achieved over the collection of work.

Writing Leads should oversee the on-going moderation of these. It is suggested that there are termly moderation activities within school. The School Improvement Team will provide support for Writing Leads and teachers throughout the year ahead of a more formal summer term moderation.

7. Assessment Language

Once a child has completed their assessment using a test paper, their raw score will be marked and converted using the scaled score conversion tables. These scores will then be banded following an extension of the model used at the end of KS2 as shared by the School Improvement Team.

Greater Depth within the Year Group Consistently performing at a higher standard within their year group
Expected Standard for the Year Group Children are securely at the expected standard and national expectation for their age group
Working Towards Year Group Children that are currently below the standard of the test, however, through additional support they have potential to meet the expected standard and national expectation for their Year Group.
Working Towards Year __ For children not on course to meet the national expectations of their year group, teachers are to use a combination of formative and summative assessments to ascertain what curriculum year group band the child is working towards. Children's progress and learning should then be mapped to this levelling.

For the Autumn and Spring Term, schools will report the percentage of children “on-track” to achieve Greater Depth and Expected at the end of the year. During pupil progress meetings, those not currently on track but with potential to be should be identified as the key groups and support should be planned in order to maximise the likelihood of this happening.

8. How results of Primary summative assessments are tracked through school

Individual academies use prior data to set internal targets. Staff will input the results of summative assessments onto Arbor in the form of a scaled score. The Assessment Lead will then produce a data report after each assessment point following guidance from the School Improvement Team. The Assessment Lead, Principal and Senior Leadership Team will use the report to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The reports highlight children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception Baseline Assessment (within first 6 weeks of Reception)
- End of Year 1 phonics screening test
- End of Year 4 Multiplication Check
- End of KS2 SATs in English (Reading, Grammar, Punctuation and Spelling) and Maths (end of Year 6). On occasion Science sampling may occur.

Assessing pupils with SEND

The Romero Catholic Academy has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and specialised testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Any child working 2 years or more below their national curriculum year group will be reviewed by the SENDCo. Progress for all children is measured in the most appropriate way for the individual. For most pupils with SEND, the steps outlined above will track, encourage and enable progress. For children in teacher-led provisions the Romero adaptation of the Cherry Garden Assessment model will be used.

Assessing the most able pupils

We will ensure that all pupils, including the most able, do work that deepens their knowledge, understanding and skills, rather than simply undertake more work of the same difficulty or going on to study different content. During pupil progress meetings there will be a specific focus regarding more able attainment and progress. Where support for an individual child is identified, intervention will be provided for those children aspiring to achieve greater depth within the expected standard.

Through specific monitoring and follow-up actions, we will ensure that all pupil groups make progress. Specific and additional consideration and monitoring of disadvantaged pupils (those in receipt of Pupil Premium) will happen at and between every assessment point.

Assessing children in EYFS

Our EYFS practitioners base their assessment on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and any other relevant adults.

Teachers use the Statutory Framework for EYFS and Romero Milestones to track children on their journey through both Nursery and Reception.

9. Romero Assessment Timetable

Romero Assessment Timetable	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements	June Phonics screening check (set by the DfE) Mid/late June assessment week. Romero Writing moderation (June)
Year 2	End of Year Projections Made End of Autumn 1 –pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	KS1 SATS May	Romero Writing moderation (May)
Year 3	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements	Mid/late June assessment week. Romero Writing moderation (June) +Includes MTC sample
Year 4	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December. +Includes MTC sample	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April. +Includes MTC sample	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements MTC (date set by DfE)	Mid/late June assessment week. Romero Writing moderation (June)
Year 5	End of Year Projections Made End of Autumn 1 – pupil progress meetings and teacher assessment judgements	Assessment week Week late November/early December.	End of Spring 1 – optional pupil progress meetings and teacher assessment judgements	Assessment week late March/early April.	End of Summer 1 – optional pupil progress meetings and teacher assessment judgements	Mid/late June assessment week. Romero Writing moderation (June)
Year 6	End of Year Projections Made Early October assessment week	Assessment week Week late November/early December.	February assessment week	Assessment week late March/early April.	KS2 SATS WEEK May (date set by DfE)	Romero Writing moderation (May prior to submission to LA) Writing assessment data due to LA

Reporting to Parents

The Education (Pupil Information) (England) Regulations 2005 require schools to send written pupil reports to parents and carers at least once every school year.

Schedule 1 of the regulations lists information that must be included in the annual report of every pupil:

- Brief particulars of achievements in all subjects and activities forming part of the school curriculum
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
- The results of any National Curriculum tests taken during that year, by scaled score

10. Monitoring and Review

The Board of Directors delegate the implementation of this policy to the Governing Body.
This policy will be reviewed by CC3 Quality, Performance and Standards.

Appendix 1 - KS2 Record of Moderation

The Romero Academy KS2 Record of Moderation

School:			Date of moderation:		
Number of Year ? Classes:			Teachers:		
Number of pupils on roll:			Number of pupils in moderation sample: *15% across the cohort		
Academy Requirements for Teacher Assessment					
Have teachers referred to Writing Indicators to ensure that their TA judgments are accurate					
Are teachers clear about the requirements in assessment and reporting arrangements; the Romero Writing Indicators?					
Has the school got a clear internal moderation process which scrutinises TA prior to submission					
School Estimates and Agreed Outcomes Pre and Post Moderation					
% At Expected and above	Pre	Post	% At greater depth	Pre	Post
Verification					
School judgements are ACCURATE, in line with the Romero Writing Indicators					
School judgements are not ACCURATE, in line with Romero Writing Indicators					
Summary of Moderation					
Sign off				Date	
Head teacher					

Teacher (s)			
Moderator (s)			
Teacher Assessment Codes and Reviews of Evidence			
Working towards the expected standard (WTS); Working at the expected standard (EXS); Working at greater depth within the expected standard (GDS) If the pupil has the potential to meet the next standard; record as standard achieved at the time of moderation and detail additional evidence required before data is submitted.			
Professional Discussion			
Summarise the evidence moderated- record judgements against each pupil can statement on individual Writing Indicators record-include where professional discretion has been applied and reasons			
Class:			
Pupil ID Initials	TA judgements		Summary of evidence
	School	Romero	
1			
2			
3			
4			
5			
6			