



Saint Joseph's
CATHOLIC SCHOOL

Assessment & Reporting Policy

Version 1.0 – June 2025

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
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Success Criteria:**Introduction:**

Assessment lies at the heart of effective teaching and learning at St Joseph's Catholic School. As a community rooted in our Catholic mission, we believe that every child is a unique individual with God-given talents and the potential to achieve excellence. Assessment provides the means to recognise, nurture, and develop these gifts, ensuring that all pupils are known, valued, and supported to thrive.

This policy sets out the principles, systems, and processes that guide assessment across the school. It outlines our commitment to formative assessment as a daily driver of progress, and to summative assessment as a means of benchmarking attainment, monitoring curriculum impact, and providing meaningful information to pupils, parents, and governors.

Our approach to assessment is evidence-informed, drawing on guidance from the Education Endowment Foundation (EEF), Ofsted expectations, and national best practice. It is designed to promote high standards, raise achievement, and ensure that all pupils — including those who are disadvantaged or have special educational needs — make strong and sustained progress.

Aims:**1. Support learning and progress**

- Use assessment to inform high-quality teaching that enables every pupil to know more, do more, and remember more.
- Provide feedback that motivates pupils, celebrates success, and guides them on how to improve.

2. Promote fairness and inclusion

- Ensure assessments are accessible, valid, and reliable for all pupils, including those with SEND or who are disadvantaged.
- Use assessment data to identify and close attainment gaps between groups.

3. Strengthen curriculum and teaching

- Align assessment with curriculum intent, ensuring that it evaluates what has been taught and what pupils have learned.
- Enable teachers and leaders to adapt curriculum design and delivery based on assessment outcomes.

4. Provide meaningful information to parents and carers

- Keep families regularly updated on their child's progress, attainment, and attitude to learning.
- Build strong partnerships between home and school to support pupil success.

5. Secure accountability at every level

- Clarify the responsibilities of teachers, subject leaders, senior leaders, and governors in implementing effective assessment and reporting.
- Ensure consistency, moderation, and quality assurance across the school.

6. Use data purposefully and proportionately

- Collect assessment data that is accurate, timely, and manageable.



- Analyse outcomes to inform interventions, monitor key groups, and raise whole-school standards.

7. Foster staff development and collaboration

- Provide access to professional development, including WalkThru online CPD and PiXL networks, to build staff expertise and confidence in assessment practice.

Monitoring Procedures:

This policy will be available to all governors, staff, parents and carers via the website.

The policy will be reviewed annually by the Governing Body, the Headmaster, Deputy Head (Academic), Assistant Head (Assessment), HoDs and staff.

The effectiveness of our provision of Feedback within Teaching and Learning will be monitored through classroom observation, work scrutinies, and curriculum reviews. The policy will be reviewed annually, and we will update the curriculum and policy as appropriate.

By Whom: Headmaster and the Academic Committee	When: Annually	How: 1. Reports to the Academic Committee annually. 2. SLT and the Academic Committee to review Policy
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Revision History:

Version	Approved and Ratified	Review Date	Additional Notes
1.0	June 2025	June 2026	New Policy

Vision Statement:

With God's love and inspiration, we aspire to achieve excellence.

Vision: St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.



National Policies and guidance/courses referred to and incorporated into SJCS Policy:	
Document/Course Title:	Document/Course Date:
Equality Act 2010 and schools	2010
SEND code of practice: 0 to 25 years (statutory guidance)	2014

Other SJCS Policies that relate to this Policy:
Feedback Policy
Curriculum Policy
SEN Policy

1. Vision and Rationale

At St Joseph's, assessment is central to our mission to be an exceptional, inclusive Catholic school where every individual feels a profound sense of belonging and recognises their God-given gifts. In a safe, respectful, and aspirational environment, assessment enables every pupil to thrive academically, spiritually, and personally.

The purpose of assessment is to:

- Support excellent progress for every pupil.
- Inform high-quality teaching that meets the needs of all learners.
- Identify and address gaps in knowledge, skills, and understanding.
- Provide parents and carers with meaningful information about their child's progress and next steps.
- Ensure equity, particularly for disadvantaged and SEND pupils.

Our approach is informed by the Education Endowment Foundation (EEF), Ofsted expectations, and national best practice.

2. Key Definitions

- **Formative Assessment:** Ongoing checks within lessons to inform teaching and provide feedback that moves learning forward.
- **Summative Assessment:** A formal measure of attainment at a fixed point in time, used for reporting, curriculum evaluation, and strategic planning.



- **Age-Related Expectations (AREs):** Standards describing what a pupil should know and be able to do at a particular stage of KS3.
- **Most Likely Grade (MLG):** A projected GCSE grade, based on current attainment and progress.
- **Progress Update:** A formal report provided to parents, summarising attainment, progress, Attitude to Learning, attendance, and conduct.
- **Aspirational Target Grade:** Based upon KS2 attainment and other available “baseline” data this is an indicator of what pupils can achieve with dedication to their studies throughout their school life. It is not what a pupil is expected to achieve.

3. Principles of Assessment

- **Clarity:** Pupils understand what success looks like and how to improve.
- **Fairness:** Assessment is consistent, valid, and accessible to all.
- **Proportionality:** Assessment is purposeful, manageable, and avoids unnecessary workload.
- **Impact:** Assessment informs planning, teaching, and intervention.
- **Accuracy:** Assessments are moderated to ensure reliable and valid judgments.
- **Partnership:** Parents and carers are engaged and regularly updated on progress.

4. Principles of Effective Formative and Summative Assessment

Formative Assessment

Effective formative assessment:

- Is continuous and integral to high-quality teaching and learning.
- Provides immediate, actionable feedback that moves learning forward.
- Uses a range of techniques (e.g., questioning, retrieval practice, mini whiteboards, peer and self-assessment).
- Encourages pupils to reflect on their learning and develop independence.
- Informs teacher planning, ensuring lessons are responsive to pupil needs.



Summative Assessment

Effective summative assessment:

- Provides reliable information on pupil attainment at a point in time.
- Is aligned to curriculum intent and sequenced learning, avoiding over-reliance on generic testing.
- Is proportionate, limited in frequency, and designed to minimise unnecessary workload.
- Informs curriculum evaluation, reporting, and intervention planning.
- Is used diagnostically, highlighting strengths and areas for development rather than serving as an end in itself.

Together, formative and summative assessment are complementary: formative assessment drives day-to-day progress, while summative assessment provides a wider overview of achievement and informs long-term planning.

5. Types of Assessment

Formative Assessment (Assessment for Learning)

- Occurs in every lesson and is embedded in teaching practice.
- Techniques include mini whiteboards, Cold Calling, Think-Pair-Share, “Say it again better,” and targeted questioning.
- Feedback is timely, specific, and actionable, in line with the Feedback Policy.

Summative Assessment (Assessment of Learning)

- End-of-unit assessments at KS3 and KS4.
- Annual end-of-year assessments at KS3.
- Mock examinations at the end of Year 10 and twice in Year 11.
- Used to benchmark attainment against AREs at KS3 and GCSE grades at KS4.

6. Assessment at Key Stages

- **Key Stage 3:** Pupils are assessed against **AREs**. Reports show whether pupils are **working below, working towards, at, or above AREs**, alongside Attitude to Learning, attendance, and conduct data. Teachers will also give Progress Grades to indicate whether a pupil projects to achieve their Aspirational Target Grade at the end of KS4.



- **Key Stage 4:** Pupils are assessed against **MLGs** in GCSE terms. These are compared with Aspirational Target Grades and reported alongside Attitude to Learning, attendance, and conduct data.

7. Data Collection, Analysis and Use

- Two formal data collection points per year at KS3 (Y7-9).
- Three formal data collection points per year at KS4 (10 & 11) including results of mock examinations.
- Data is entered into the school's MIS and securely uploaded to **SISRA**, providing staff with powerful tools to analyse pupil progress at class, subject, year group, and whole-school level.
- Data is used to:
 - Track progress towards AREs or GCSE targets.
 - Identify underperformance at the earliest stage.
 - Plan interventions and support.
 - Provide accurate reporting for parents and governors.
- Teachers use SISRA to analyse class data and adapt teaching accordingly.
- Subject Leaders use SISRA to evaluate departmental outcomes, identify trends, and ensure consistency.
- Senior Leaders track whole-school progress, including outcomes for key groups such as disadvantaged pupils, SEND pupils, high prior attainers, and EAL pupils.
- Findings inform whole-school and departmental strategies, resourcing, and interventions.
- Governors receive regular updates on progress, outcomes, and gaps between groups, informed by SISRA analysis.

8. Quality Assurance of Assessment

- Moderation occurs within departments and across departments to secure consistency and fairness.
- Standardisation meetings ensure shared expectations and reliability of judgments.
- Senior Leaders monitor the quality and impact of assessment during learning walks, book looks, and data reviews.



9. Reporting to Parents and Carers

St Joseph's reporting policy is written to be in line with the statutory requirements set out in *Education (Pupil Information) (England) Regulations 2005*.

- **Progress Updates** are issued twice per year, including:
 - AREs and Progress Grades (KS3) or MLGs (KS4).
 - Outcomes of End of Year Assessments at KS3.
 - Attitude to Learning.
 - Attendance percentage.
 - Conduct summary (positive and negative points).
- **Parents' Evenings** are held annually for each year group.
- Additional communication occurs if a child is significantly below expected progress or requires targeted support.

10. Roles and Responsibilities

Teachers

- Use assessment to plan and adapt teaching.
- Provide high-quality feedback.
- Record and analyse assessment data accurately and punctually.
- Share concerns about progress or wellbeing promptly with Subject Leaders and parents.
- As a minimum, if a teacher sees a class 3 or more times a fortnight, it is expected that there is one detailed piece of feedback each half term. This can take the form of individual or whole class feedback.
- If a teacher sees a class twice or less a fortnight, the expectation is that there is a minimum of one detailed piece of feedback each full term.

Subject Leaders / Heads of Department

- Ensure assessment design reflects curriculum intent.
- Monitor consistency and fairness of assessment.
- Lead moderation and standardisation.
- Analyse outcomes for key groups and report to SLT.



Senior Leadership Team

- Set the strategic direction for assessment.
- Ensure assessment is evidence-informed and proportionate.
- Monitor whole-school outcomes, workload, and wellbeing.
- Report progress and key group outcomes to Governors.

Governing Body

- Hold leaders to account for effective assessment and reporting.
- Monitor outcomes for vulnerable and disadvantaged groups.
- Ensure statutory requirements and best practice are followed.

11. Staff Development

- All staff receive training in assessment strategies, data analysis, and feedback practices.
- Subject Leaders provide departmental CPD on subject-specific assessment.
- SLT provides whole-school training on formative practice, data interpretation, and intervention planning.
- Staff have access to the **WalkThru online platform**, offering on-demand CPD to support continuous professional growth, particularly in formative assessment strategies.
- As a **PiXL school**, we benefit from national networks, resources, and training opportunities. These support:
 - **Classroom teachers** through access to subject-specific strategies, assessment tools, and best practice materials.
 - **Heads of Department** through leadership support, subject networks, and data analysis tools.
 - **Senior Leaders** through strategic planning resources, national updates, and forums for sharing effective practice.

12. Data Management and Security

- Assessment data is recorded securely on the school's MIS and uploaded to **SISRA**, which provides analytical reporting functions.



- Access to SISRA is password-protected and restricted to staff with a legitimate educational need.
- All staff must comply with GDPR and school data protection policies when handling SISRA or MIS data.
- Data is retained in line with statutory requirements and the school's data retention schedule.
- Confidentiality is always maintained when reporting to parents and governors.

13. Equity and Inclusion

- Assessment is designed to be fair and accessible to all learners.
- Teachers make reasonable adjustments to ensure accessibility for SEND pupils.
- Disadvantaged and SEND pupils are prioritised in data analysis and intervention planning.

14. Monitoring, Evaluation, and Review

- The policy will be reviewed annually by SLT and Governors.
- Effectiveness will be judged by:
 - How well assessment informs teaching and supports progress.
 - The quality of data analysis and interventions.
 - Feedback from staff, pupils, and parents.
 - External review, including Ofsted and Diocese inspections.

