The Good Shepherd Catholic Primary School

Following Jesus,
The Good Shepherd,
in all we say and do

Assessment Policy 2026 - 2027

OUR LADY IMMACULATE
CATHOLIC ACADEMIES TRUST

COMMITTEE: LAC
DATE APPROVED: October 2026
POLICY REVIEW DATE: October 2027

Introduction

This Policy outlines the purpose, nature and management of assessment at The Good Shepherd Catholic Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each class teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at The Good Shepherd and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at The Good Shepherd Catholic Primary School, to ensure that assessment is used as a tool to;

- inform planning;
- track pupil progress;
- Provide timely feedback to children
- Improve outcomes

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility is being shared with the Deputy Headteacher. Class teachers are responsible for formative day to day assessment to inform feedback and the organisation of subsequent learning. This includes responding to the needs of the children based on daily formative assessment tasks and making necessary adaptions to ensure that all children are facilitated to achieve their goals. Teachers are also responsible for providing summative assessment opportunities and should use this data to shape the planning and delivery of learning. Teachers will be required to put data onto INSIGHT at three points in the year and use this to analyse the learning needs of all pupils. With the support of the Senior Leadership Team (SLT), subject leaders are responsible for monitoring assessment within their subject area through access to data on INSIGHT. They will use this to write an annual analysis of attainment and progress and compare this over a three year trend using the trust format and this will inform their action plans.

Entitlement

It is the entitlement of every child at The Good Shepherd to be given an education that builds on their strengths, addresses their individual needs and ensures progression. We believe assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessment, through feedback and the monitoring of children's work is used by teachers to inform their teaching and ensure that children

know their next step and what they need to do to improve. Teachers will plan for a range of assessment opportunities within a lesson and will respond to the outcomes by 'flexing' their

- teaching accordingly. This may include flexible groupings, adapted instruction, adapted and additional respources or interventions supported by the understanding of learning behaviours to facilitate. Children will know and be able to articulate how they are making progress within a lesson towards the intended goal.
- More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. Our formal methods of curriculum include Pixl Assessments adminitstered three times per year in Key Stage 2 and GLS Assessments.

The purposes of assessment is:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps by responding to assessment opportunities in the moment
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.
- All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

National Standardised Summative Assessments

EYFS Baseline

Government produced assessments for Literacy and Numeracy STA.

Good Level of Development

GLD stands for '**Good Level of Development**'. This refers to a summative assessment judgement which is made for each EYFS child at the end of June. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1.

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

Key Stage One Assessments

Although this is no longer a National Requirement, the school will administer the tests to inform their data.

At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard or working towards.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 – spelling
- English grammar, punctuation and spelling Paper 2 – questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

National Key Stage Two Assessments

Multiplication Tables Check Year 4

This test is administered internally on a Computer.

Teacher Assessments

At the end of year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth.
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth.
- Science- working at the expected standard, has not met the standard and working at Greater Depth.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Feedback Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning (see school Feedback Policy).

Through response to formative assessments, the children will have an understanding of how successful they are in relation to the intended outcomes. This might include dialogue within the lesson, flexible grouping, live marking and feedback or adaptive teaching. Teachers will establish a strong culture for exploration and create a safe environment for making mistakes to develop children's resilience and self efficacy.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at The Good Shepherd Catholic Primary School. Staff use success criteria, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Marking should be against the learning challenge and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our response to feedback follows a system which ensures that children know what they need to do to improve and what they have done well.

National Curriculum assessments (SATs)

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum Objectives. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT after each batch of assessments have taken place.

End of key stage assessments

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the new national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. The year group teachers concerned make these judgements, with advice from the core subject leaders, the Headteacher and Deputy Headteacher. Teacher assessment at KS1 & 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school. Where possible The Good Shepherd takes part in OLICAT Trust and our local school group moderations.

Accuracy and consistency of Judgements

- Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence.
- Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6.

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the Reception year. Written information in terms of whole class marking logs are used as well as an online journal, Padlet.

The Foundation Stage Profile begins in Nursery, added to each term, and completed by the end of the EYFS year. On entry to EYFS at The Good Shepherd Catholic Primary School all children are baselined, Reception children are baselined using the DFE's RBA which gives an initial overview of children's abilities. All 17 areas of learning are assessed using Development Matters statements and a Checkpoint document (Developed by the Trust EYFS Hub). These 17 areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations and whole class marking logs. These assessments are then inputted into the Foundation Stage E Profile, on entry and a further 3 times during the year and progress is tracked over the year.

Phonic RWInc assessments are implemented termly so that children are placed in the correct learning group. These assessments are used to inform the reading judgement.

Speech and language assessments begin with a baseline using Wellcom (chataway,) and are also implemented termly ensuring intervention groups are pointed to ensure progress and inform the Communication and Language judgements.

Within the EYFS the judgements are either On Track or Not on Track. The Checkpoints document was developed to ensure that every school within the Trust were making judgements that had been internally moderated.

These assessments are sometimes moderated by the local authority.

Curriculum Links

Assessment is an integral part of curriculum delivery at The Good Shepherd Catholic Primary School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Through the CUSP curriculum, children are presented with opportunities to retrieve and make links to prior learning to enable them to make connections. The principles of Connect, Explain. (be shown an) Example, Attempt, Apply and Challenge all provide opportunities for formative assessment and questioning is scaffolded for teachers within the planning to further support formative assessments. Cumulutive quizzes are also provided for summative assessments and teachers should use this information to plan subsequent lessons accordingly.

We use a multi-faceted approach to assessment within maths. Assessment for learning within each lesson is used through skilful use of questioning and live feedback. During partner work, the teacher will listen and engage with partners and ask them about their approach to a task or problem. The teacher will also live mark whilst children are writing on A3 paper to address any misconceptions or to further support children where needed. End of unit assessments are used at the end of topics to review children's learning and to close gaps before moving forward to the next unit.

Monitoring

The SLT and subject leads monitor class INSIGHT assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

An online assessment testing Maths, Reading, English, Science and PASS (pastoral).

PIXL

A paper assessment used across both key stages in Reading, Maths and SPAG. In turn, Pixl offer Therapies which help teachers target gaps in learning. See Appendix 2.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at The Good Shepherd ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "Support Plan" stage of the Code of Practice, or above, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive

a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An Open-Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEND may be given an additional opportunity to meet with staff and staff from the LA.

Appendix 1

EYFS

TIME	ASSESSMENT FORM	PHONICS
ENTRY	BASELINE	
AUTUMN 1		RWI ASSESSMENT
AUTUMN 2	TEACHER ASSESSMENT CORE & FOUNDATION, AGAINST CHECKPOINTS WITH THE TRUST	RWI ASSESSMENT
SPRING 1		RWI ASSESSMENT
SPRING 2	TEACHER ASSESSMENT CORE & FOUNDATION	RWI ASSESSMENT
SUMMER 1		RWI ASSESSMENT
SUMMER 2	TEACHER ASSESSMENT CORE & FOUNDATION PROFILE GLD	RWI ASSESSMENT

Year 1

TIME	ASSESSMENT FORM
ENTRY	
AUTUMN 1	TEACHER ASSESSMENT CORE
AUTUMN 2	TEACHER ASSESSMENT CORE & FOUNDATION
SPRING 1	TEACHER ASSESSMENT CORE PIXL
SPRING 2	TEACHER ASSESSMENT CORE & FOUNDATION
SUMMER 1	TEACHER ASSESSMENT CORE PIXL
SUMMER 2	TEACHER ASSESSMENT CORE & FOUNDATION

Year 2

TIME	ASSESSMENT FORM
ENTRY	
AUTUMN 1	TEACHER ASSESSMENT CORE
AUTUMN 2	TEACHER ASSESSMENT CORE & FOUNDATION PIXL
SPRING 1	TEACHER ASSESSMENT CORE PIXL
SPRING 2	TEACHER ASSESSMENT CORE & FOUNDATION PIXL
SUMMER 1	TEACHER ASSESSMENT CORE PIXL
SUMMER 2	TEACHER ASSESSMENT CORE & FOUNDATION PIXL

Years 3-5

TIME	ASSESSMENT FORM
ENTRY	GLS
AUTUMN 1	TEACHER ASSESSMENT CORE PIXL
AUTUMN 2	TEACHER ASSESSMENT CORE & FOUNDATION
SPRING 1	TEACHER ASSESSMENT CORE PIXL
SPRING 2	TEACHER ASSESSMENT CORE & FOUNDATION
SUMMER 1	TEACHER ASSESSMENT CORE PIXL
SUMMER 2	TEACHER ASSESSMENT CORE & FOUNDATION

Year 6

TIME	ASSESSMENT FORM
ENTRY	GLS
AUTUMN 1	TEACHER ASSESSMENT CORE PIXL
AUTUMN 2	TEACHER ASSESSMENT CORE & FOUNDATION PIXL
SPRING 1	TEACHER ASSESSMENT CORE PIXL
SPRING 2	TEACHER ASSESSMENT CORE & FOUNDATION PIXL
SUMMER 1	TEACHER ASSESSMENT CORE SATS
SUMMER 2	TEACHER ASSESSMENT CORE & FOUNDATION

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Appendix 2

Pixl Assessment Windows

YEAR 1

PAPER	ASSESSMENT WINDOW	QLA DEADLINE	DATA AVAILABLE ON THE MAT PLATFORM	PUBLICATION OF IFT REPORTS
Spring Diagnostic Assessment	1 February - 5 March 2027	Wednesday 10 March 2027	Tuesday 16 March 2027	Thursday 18 March 2027
Summer Diagnostic Assessment	10 May - 11 June 2027	Wednesday 16 June 2027	Tuesday 22 June 2027	Thursday 24 June 2027

YEAR 2

PAPER	ASSESSMENT WINDOW	QLA DEADLINE	DATA AVAILABLE ON THE MAT PLATFORM	PUBLICATION OF IFT REPORTS
Autumn Assessment PiXL Autumn Diagnostic Assessment Package	5 October - 13 November 2026	Wednesday 18 November 2026	Tuesday 24 November 2026	Thursday 26 November 2026
Spring Assessment PiXL Spring Diagnostic Assessment Package **or** 2023 National KS1 Papers	22 February - 12 March 2027	Wednesday 17 March 2027	Tuesday 23 March 2027	Thursday 25 March 2027
Summer Diagnostic Assessment PiXL Summer Diagnostic Assessment Package	10 May - 11 June 2027	Wednesday 16 June 2027	Tuesday 22 June 2027	Thursday 24 June 2027

YEAR 3-5

PAPER	ASSESSMENT WINDOW	QLA DEADLINE	DATA AVAILABLE ON THE MAT PLATFORM	PUBLICATION OF IFT REPORTS
October Assessment PiXL Autumn 2026	21 September - 23 October 2026	Wednesday 28 October 2026	Tuesday 3 November 2026	Thursday 5 November 2026
February Assessment PiXL Spring 2027	25 January - 26 February 2027	Wednesday 3 March 2027	Tuesday 9 March 2027	Thursday 11 March 2027
June Assessment PiXL Summer 2027	17 May - 18 June 2027	Wednesday 23 June 2027	Tuesday 29 June 2027	Thursday 1 July 2027

YEAR 6

PAPER	ASSESSMENT WINDOW	QLA DEADLINE	DATA AVAILABLE ON THE MAT PLATFORM	PUBLICATION OF IFT REPORTS
September Assessment 2025 National KS2 Papers	7 September - 25 September 2026	Wednesday 30 September 2026	Tuesday 6 October 2026	Thursday 8 October 2026
November Assessment 2023 National KS2 Papers	2 November - 20 November 2026	Wednesday 25 November 2026	Tuesday 1 December 2026	Thursday 3 December 2026
January Assessment 2024 National KS2 Papers	11 January - 29 January 2027	Wednesday 3 February 2027	Tuesday 9 February 2027	Thursday 11 February 2027
March Assessment 2026 National KS2 Papers	22 February - 12 March 2027	Wednesday 17 March 2027	Tuesday 23 March 2027	Thursday 25 March 2027