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We are a pilgrim school

Intent

'We are a pilgrim school and we journey with Mary to become the person God intends us to be.'

It is our Catholic belief that we are all on a lifelong journey to meet our creator, meeting their God-given potential. We want them to grow as learners and as people, and to make good or outstanding progress, across a broad and balanced curriculum, compared with pupils nationally.

Underpinning this ambition is our assessment strategy. This encompasses target-setting, progress monitoring and reporting, as well the wide variety of assessment that takes place throughout school. We set aspirational targets, wards them throughout KS3, KS4 and KS5, and report this progress home to parents.

We believe that aspirational targets, in conjunction with accurate, timely and informative assessment and feedback, promote a growth mindset approach which empowers pupils to fulfil their potential, and exceed national expectations.

Core Principles

In order to

1. assessment is formative: used to inform next steps in teaching and learning
2. it is based on detailed understanding of subject progression
3. it

SEND

Targets for all SEND pupils are set in line with those set for non-SEND pupils. Literacy screening takes place in year 7. Pupils are assessed, using specialist tests where necessary, to determine the level of support that is required, if any, in relation to exam access and assessment.

Where a specific need is identified in relation to assessment, appropriate support is put in place. Exam concessions or access arrangements, such as the provision of extra time, use of a word-processor, a reader or a scribe are provided both in public examinations and internal PPE exams. Any such requirements are communicated to classroom teachers so that needs can be met in classroom-based assessment.

Special Educational Needs and Disabilities policy for further information on how assessment is adapted to meet the needs of individual pupils.

Types of Assessment

In school, assessment across all key stages consists of,

1. In school, formative assessment: used to evaluate _____ and knowledge on a daily basis in order to inform their planning for future learning.
2. In-school, formative assessment: used to demonstrate knowledge and skills acquired at the end of a unit of work or specific teaching period.
3. National standardised and summative assessment: external exams at KS4 and KS5 that demonstrate pupil outcomes in relation to national outcomes and averages.

The school Feedback Policy provides guidance on school specific formative assessment and feedback practices.

Reporting Progress to Parents/Students

Data is collected and reported to parents twice yearly for students in all key stages.

Key Stage 3

KS3 reporting is based on a teacher assessment of whether a pupil will achieve end of year expectations for their subject. Teachers use internal assessment rubrics to support them in making these judgements. Reporting is expressed as (E) exceeding, (T) on track, (W) working towards or (R) at risk. The judgement is based on a range of evidence collected from classwork, homework, formal tests, informal tests and assessments.

Key Stage 4 and 5

KS4 and KS5 reports are based on making a current grade judgement using a number of current sources of evidence such as test results, pre-public examination results (PPEs), controlled assessments, coursework, classwork and homework tasks.

