



St Joseph's Catholic High School

Assessment & Reporting Policy

2025 - 2026

Date of Review: July 2025

Date of Next Review: July 2026

Intent:

Effective assessment is about the credibility of the information gathered, the conclusions drawn from it, and its impact on student learning.

This document serves to lay out the intentions of our assessment strategy at St Joseph's Catholic High School. It is our plan to ensure that assessment within the school is highly effective at driving pupil progress and curriculum development. This means a system of assessment that it is meaningful, manageable and motivational and a strong understanding of the principles of effective assessment.

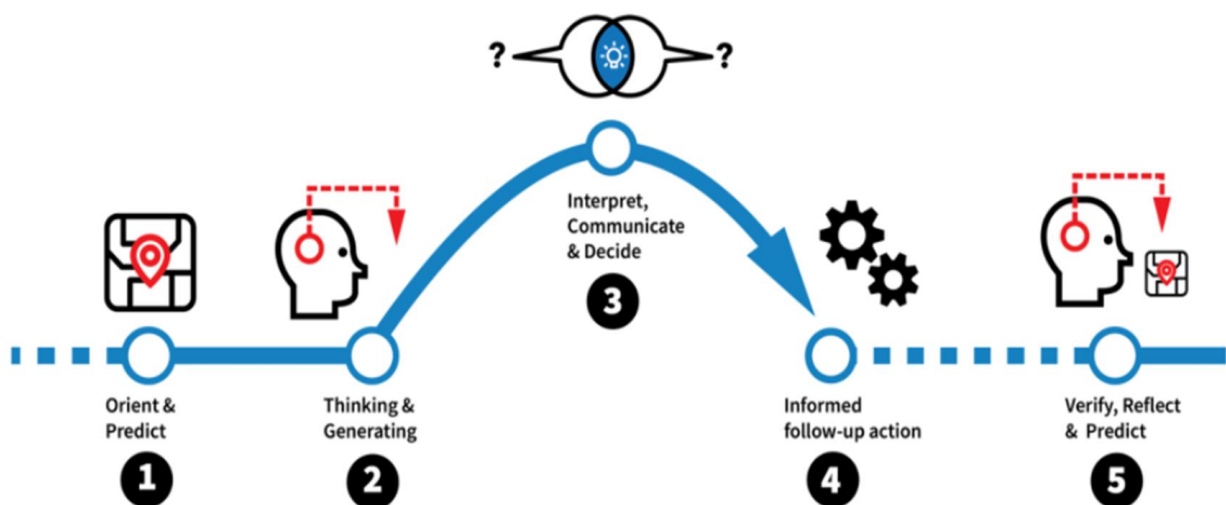
- Meaningful, because it gives us valid and reliable information about learning that drives fluency and flexibility of knowledge, application of skills and curriculum evaluation.
- Manageable, because it is not too onerous for teachers compared with the resultant benefits to pupils' learning.
- Motivational, because feedback is clear, addresses gaps in learning and builds confidence in learning.

This document works in unison with our 'feedback policy', which serves to lay out the procedures through which we will achieve our intentions below.

Responsive Teaching

The main principle that belies our approach to assessment, is that of responsive teaching. The limitations of the 'assessment', within the term formative assessment, is that it puts emphasis on form of testing activity or linear process, such as 'Think Pink, Go Green'. Responsive teaching is 'formative action'; a reworking of the idea of formative assessment as described by Dylan Wiliam.

In a responsive teaching situation, teachers need to set and clarify learning goals, get students to engage and then elicit evidence of the learning so that teachers can and then adapt their teaching, and the curriculum, accordingly. This is a process that is truly formative, dynamic, real-time, leading to actions by students to improve their learning individually and as a cohort.



Assessment Models

Curriculum Leaders are responsible for developing a system of assessment that:

- Utilises a range of types of assessment, for the right purpose and the right time. It will be scheduled into the scheme of learning and adjusted as necessary.
- Tests pupil understanding of critical units of knowledge that form key concepts, facilitating the effective formation of mental models.
- Predicts and misconceptions, which drives lesson planning.
- Tests long term memory, with regular recall opportunities, consolidating knowledge over time.
- Provides high quality feedback and feedforward that improves pupil progress of all students, including SEND and disadvantaged students.
- Ensures high standards of student work books, and folders, makes them an effective tool for learning and revision.
- Ensures regular work book scrutiny, providing feedback to staff.
- Allows curriculum Leaders to evaluate their curriculum, playing a vital role in curriculum sequencing.
- Gathers data in a central mark sheet to provide a holistic grade for student reports.

Assessment systems will include:

Waypoint assessments - activities that routinely assess understanding of specific parts of the curriculum, allowing for student recall, teacher feedback, and guidance on the cohort's progress. They highlight and address student misconceptions of key concepts essential for forming effective mental models. These assessments contribute to the overall reporting grade but may have a lower weighting as they cover a small, recent part of the curriculum and involve less complex skills and knowledge. Think of them as filtration points that students must pass before progressing, informing lesson planning and providing specific feedback on student understanding.

Examples:

- Quizzes
- Vocabulary tests
- Short written answers

End point assessments – activities that summarise learning by evaluating a broader range of knowledge and skills across the curriculum, testing students' long-term memory throughout the key stage. These assessments contribute significantly to the overall reporting grade, given their comprehensive coverage and extended time frame. They involve more complex knowledge and skills, emphasizing long-term memory and summarizing learning over an extended period. These can be used formatively, with care given to provide feedback the most important gaps in learning, avoiding cognitive overload.

Examples:

- Essay questions
- Past papers

Quality of Assessment and Written Feedback

Curriculum Leaders will:

- Ensure the standards of student work books, and folders, makes them an effective tool for learning and revision.
- Monitor the impact of written and verbal feedback in the subject.
- Ensure books record curriculum maps/personalised learning checklist, tracker and SPaG stickers.
- Carry out regular work book scrutiny, providing feedback to staff.
- Regularly use the data collected to evaluate the quality of their curriculum and its implementation. As a result, they will make meaningful curriculum adjustments.
- Monitor the validity and reliability of data collected, making improvements and training staff where necessary.
- Review exam performance using examination board post results services (for example, through Edexcel Results Plus and AQA e-aqa).
- Ensure that various bits of data that contribute to student reporting is weighted based on the scope of the test. Consider:
 - Complexity of knowledge and skills tested.
 - Validity and reliability of data collected.

Classroom teacher will:

- Plan the links to prior knowledge necessary for the lesson.
- Regularly check pupil understanding in lessons through a variety Assessment for Learning (AfL) activity.
- Prioritise understanding the principles behind effective assessment, for the skilful delivery of a range of strategies, such as:
 - Cold-call questioning
 - Mini white boards
 - Hinge questions
 - Self/peer assessment
- Classroom teachers will assess at the following points:
 - Lesson beginning – to assess prior learning, pertinent to the learning intentions of the lesson (e.g. a Do Now! Or Connector task).
 - Mini plenary – at points within the lesson, to check student understanding of instructions or chunks of information.
 - Plenary – at the end of the lesson, to assess the extent to which students have understood the lesson content and how this informs next steps.

A Mental Model of Assessment

Below is mental model of **when and why** assessment will be deployed strategically and tactically within the subject:

- Strategic assessment are Way Point and End Point assessments routinely planned into the assessment model in order to assess learning in the longer term and provide global level data.
- Tactical assessments are the routine activities completed by a teacher to assess student understanding of knowledge and instructions specific to the lesson.

Tactical Assessment:

Informs 'in class' decisions and individual teacher planning.

Strategic Assessment:

Informs 'cohort-level' decisions and Curriculum Leader planning.

In Lesson
<u>Starter/Do Now/Connector:</u> To what extent have students remembered previous learning pertinent to today's learning?
<u>Mini-plenary:</u> To what extent have students understood a piece of information or an instruction?
<u>Plenary:</u> To what extent have students understood the lesson content that supports the learning intentions? What next?

Way Point
A systematic overview of the key concepts (and their smaller parts).
To what extent has the cohort understood information X?
Helps us to be 'preventative' and 'evaluative'.
How does the path alter?

End Point
A systematic overview of a cross section of the curriculum.
To what extent have students met the intended 'end point'?
Helps us to 'rank' students and be 'evaluative'
Which part of the path need be re-trodden?

Written Feedback: Think Pink; Go Green

Think Pink; Go Green (TPGG) is our way of providing written formative feedback after assessment. Diagnostic comments are in pink and pupils are expected to 'Go Green' which involve strategic corrections or redrafting. This has been incredibly valuable in ensuring that pupils do not see a class assignment or assessment as the end point but as part of the journey.

This could be as per the example below or through the use of:

- Highlighted boxes within student work
- Peer/self-assessment sheets
- Progress through feedback sheets and/or booklets
- Whole Class Feedback sheets
- eMarking systems and digital technologies

We encourage staff to adapt and experiment with strategies, ideas and resources as long as the key principles of effective assessment are evident. *Strategies that reduce workload, whilst maintain effective feedback are encouraged.*

Impact

This policy seeks the following outcomes:

- Pupils are able to articulate their curriculum journey in their subjects, clearly understanding the purpose to learning within the bigger picture.
- Pupils appreciate a far wider range of skills through class assignment.
- Broader aspects of our curriculum are assessed (for example, vocabulary and oracy)
- Pupils have a record of assessments that give them a portfolio of their learning and what their next sequential steps are. This will also aid them in long term memory retrieval.

Literature Review:

- Responsive Teaching: Cognitive Science and Formative Assessment in Practice (Fletcher-Wood, H. 2018)
- Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College (Lemov, D. 2021)
- What makes effective assessment? (Crocker, S. 2022) CEM Blog:
https://www.cem.org/blog/what-makes-effective-assessment?hs_amp=true
- Assessment – what are inspectors looking at? (Harford, S. 2018) DfE blog:
<https://educationinspection.blog.gov.uk/2018/04/23/assessment-what-are-inspectors-looking-at/>
- Formative Action: A brilliant, refreshing take on formative assessment and responsive teaching (Sherrington, T. 2023) <https://teacherhead.com/2023/10/18/formative-action-a-brilliant-refreshing-take-on-formative-assessment-and-responsive-teaching/>
- The School Inspection Handbook (Ofsted. 2024)
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#grade-descriptors-for-quality-of-education>

Key Stage 3 Reporting Information (Years 7 – 9)

This term we have been providing pupils with a range of formative assessments. This is a type of assessment where pupils are regularly assessed in all aspects of their learning, given feedback and then are supported in addressing their areas for development.

From this series of assessments, we are providing you with an **Overall Assessment Percentage**

In addition, we are also providing you with a target percentage that has been set according to prior data. **The aim is for your child to consistently meet / exceed this percentage target throughout the entire Key Stage.**

Key Stage 4 Reporting Information (Years 10 -11) – Pupil Progress Platform

Year 11 – Pupils will be provided with a Working At / Pre-Public Examination Grade for each Progress Drop.

Year 10 - Pupils are given a holistic 'Working At' Grade which is made up of an accumulation of class assignments and a Pre-Public Examination Grade in the Summer Term.

GCSEs are Graded 1 to 9. Pupils in Years 10 and 11 will therefore have targets based on aspirational target grades set by the Fischer Family Trust (KS2 Data & Project Performance). These entail the expected grade to be achieved at the end of Year 11.

Grades are sub-levelled; (3-) = just reaching a Grade 3, (3) = a secure Grade 3 and (3+) = a strong Grade 3, approaching a Grade 4.

Key Stage 5 Reporting Information (Years 12 – 13)

Year 13 – Pupils will be provided with a Working At / Pre-Public Examination Grade for each Progress Drop.

Year 12 - Pupils are given a holistic 'Working At' Grade which is made up of an accumulation of class assignments and a Pre-Public Examination Grade in the Summer Term.

A Levels are Graded A* - E. BTecs & Cambridge Nationals are Graded D* - P. Pupils in Years 12 and 13 will therefore have targets based on aspirational target grades set by their GCSE Data and projected performance. These entail the expected grade to be achieved at the end of Year 13.

Grades are sub-levelled; C3 means just reaching a grade C, C2 means a comfortable grade C and C1 represents a very strong grade C.

Reading Age

We regularly test the reading age of our students. You will see this figure in the following format: 'Year/Month', for example '12/7' (or 12 Years and 7 Months). This means that your son or daughter's reading age is equivalent to that figure and signifies how far ahead or behind they are their actual age. Staff use this information to support them in class, but this is important information for parents/guardians in order to support with reading at home."

Heads of Year Email (2025/2026):

Year 7 - j.cooper-santos@st-josephs.slough.sch.uk

Year 8 – s.viegas@st-josephs.slough.sch.uk

Year 9 – t.hunt@st-josephs.slough.sch.uk

Year 10 – c.whiteside@st-josephs.slough.sch.uk

Year 11 – m.joesph@st-josephs.slough.sch.uk

Year 12 – l.finn@st-josephs.slough.sch.uk

Year 13 – s.stevens@st-josephs.slough.sch.uk

Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort; improvements can be made. The pupil can be disorganised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is disorganised and regularly forgets their equipment.

Homework Grade

4 = Excellent	Homework is always completed on time. Excellent effort and understanding is shown, it is detailed and work is well presented.
3 = Good	Homework is completed on time. Good effort is shown and it is presented to a good standard with secure understanding and detail.
2 = Needs Attention	Homework is sometimes not completed on time. Some effort is shown but work often lacks detail and understanding and requires improvement with presentation.
1 = Needs Significant Attention	Homework is not often completed on time. Work lacks effort and understanding with little detail and is presented to a poor standard.

QWC Target

Each subject will provide a Quality of Written Communication Target. The code provided indicates a specific target for you to focus on to improve your Quality of Written Communication. (Codes on the next page).

WWW / EBI

Each subject will provide information on 'what went well' and 'even better if'. The code provides you with areas of your learning that you are either succeeding in (www) or need to improve upon (ebi). (Codes on the next page).



WWW/EBI Codes

Al	Algorithm Writing	Mo	Motivation
An	Analysis	Nu	Numeracy
Ap	Application	On	Organisation
Cb	Collaboration	Or	Oracy (verbal communication)
Cf	Confidence	PI	Planning Responses to Questions
Cl	Attend Extra-Curricular Clubs	Pc	Practical (or Visual) Work Quality
Cm	Composition Skills	Pe	Performance Skills
Co	Coursework	Rf	Response to Feedback (Go Green)
Ev	Evaluation	Re	Review Lesson Content Regularly
Ex	Explanation	Qu	Questioning
Fo	Focus/Attention	So	Problem Solving
In	Independence	Su	Super Curricular Learning
Kn	Knowledge Recall	Un	Understanding Command Words
Me	Meeting Deadlines	Us	Use of Evidence/Sources

QWC Target Codes

Ca	Use of Capital Letters	Pu	Punctuation
De	Development of Answers	Sc	Use of Full Sentences
Gr	Grammar	Sp	Spelling
Ha	Handwriting	T2	Embedding Tier 2 Words
Pa	Use of Paragraphs	T3	Embedding Tier 3 Words
Pr	PROUD	Wo	Show Working Out