



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Head Teacher: Mrs. M Reece

LALEHAM LEA SCHOOL & NURSERY ASSESSMENT POLICY

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

	Date	Signed
Date reviewed	November 2024	<i>M. Reece</i> Acting Head Teacher <i>A. Morbin</i> Deputy Head
Ratified by the Board of Governors	November 2024	<i>M Ryan</i> Chair of Governors
Date of next review	November 2027	



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Mission Statement

Recognising that Gospel values are central to the life of the school, we at Laleham Lea aim to create a loving, welcoming environment in which our children may grow intellectually, socially and emotionally; an environment in which their talents are recognised and fostered and their weaknesses treated with compassion; an environment which provides quality teaching and learning within a balanced curriculum framework and which helps every child to reach their true potential.

Together with parents, who are the first educators, we aim to lead our children towards tolerance, understanding and sensitivity to the needs of others so that they may grow up as well-balanced individuals with a strong sense of personal identity and an awareness of God's love.

Introduction to Assessment at Laleham Lea

At Laleham Lea we believe that assessment provides information to support teaching and learning. From Early Years Foundation Stage to Year 6, we conduct regular assessments and give our pupils regular feedback (verbal and written). The information we gather allows us to base our teaching on detailed knowledge of each pupil. We give parents/guardians regular updates on their child's attainment and progress so that we can work together and support pupils in their learning.

Aims and objectives

The aims include:

- to track pupils' progress, set targets for improvement and tailor learning to suit all pupils;
- to provide regular information for parents/guardians that enables them to support their child's education;
- allow pupils to recognise and quantify their progress;
- identify learning difficulties that need to be addressed, including by referral to Special Educational Needs Coordinator (SENCO) as appropriate
- enable teachers to evaluate the effectiveness of their teaching.
- to provide the Leadership Team with information that allows them to make judgements about the effectiveness of teaching and learning

Scope of Testing

We use various assessment techniques in the classroom to ensure the constant monitoring of learning progress for every pupil.



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GL Education Assessments form part of our formal assessment schedule (see appendix 1) and enables us to track each pupil and cohort. Assessment data is discussed with teachers in Pupil Progress Meetings. It is used to inform differentiation measures, learning support opportunities, English as an Additional Language (EAL) and academically more able provision.

Assessment in the Early Years Foundation Stage

Upon entering Reception, pupils undergo an internal Baseline Assessment, and another is conducted at the end of Reception to evaluate their progress.

In the Early Years Foundation Stage (EYFS), both formative and summative assessment frameworks are utilised to compile the EYFS Profile. A profile assessment is formed based on ongoing observations collected throughout the year, which reflect student progress in relation to the Early Learning Goals (ELGs).

At the end of the academic year, the EYFS profile is completed indicating whether a pupil is 'Emerging' or 'Expected'. The Early Learning Goals are divided into two categories:

<u>Prime Areas of Learning:</u>	<u>Specific Areas of Learning:</u>
<ul style="list-style-type: none">• Communication & Language• Physical Development• Personal, Social & Emotional Development	<ul style="list-style-type: none">• Literacy• Mathematics• Understanding the World• Expressive Arts & Design

Phonics

Year 1 use the Phonics Screening Check in the summer term to ensure all pupils are making the progress expected. The check assesses a pupil's phonics, decoding ability to identify pupils needing additional support.

Pupils who do not meet the required standard will re-sit the screening in Year 2.

Writing and Religious Education

In Years 1 to 6, teachers make half termly judgments of pupils' writing and Religious Education knowledge. This regular assessment allows teachers to make judgements about pupils' progress and tailor to teaching and learning to close any gaps in learning.



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GL Education Assessments

- **Cognitive Ability Tests (CAT4)**

CATs take place from Year 2 to 6 in the autumn term. CAT4 tests are designed to help teachers understand how pupils learn and what their academic potential might be. CAT4 cover the following categories:

- Verbal Reasoning – the ability to express ideas and reason through words
- Non-verbal Reasoning – problem-solving using pictures and diagrams
- Spatial Reasoning – the capacity to think and draw conclusions in three dimensions
- Quantitative Reasoning – the ability to use numerical skills to solve problems

- **New Group Reading Test (NGRT)**

Administered towards the end of each term from Year 1 to 6. The NGRT provides a diagnostic profile for each pupil to reliably assess and track pupil progress in reading across the School. NGRT in Year 3-6 is fully adaptive and offers a personalised experience for each pupil, ensuring it is accessible for those who are struggling and challenging for those who need to be stretched.

- **New Group Spelling Test (NGST)**

Administered towards the end of each term from Year 2 to 6. The NGST provides a diagnostic profile for each pupil to reliably assess and track pupil progress in reading across the School. NGST in Year 2-6 is fully adaptive and offers a personalised experience for each pupil, ensuring it is accessible for those who are struggling and challenging for those who need to be stretched.

- **New Group Maths Test (NGMT)**

Administered towards the end of each term from Year 2 to 6. The NGMT provides a diagnostic profile for each pupil to reliably assess and track pupil progress in reading across the School. NGMT in Year 2-6 is fully adaptive and offers a personalised experience for each pupil, ensuring it is accessible for those who are struggling and challenging for those who need to be stretched.

- **Progress Test English (PTE)**

Administered in the autumn as a baseline assessment and the summer term to measure progress across the year from Year 1 to 6. This progress test is used to assess and track pupil progress in pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension.

- **Progress Test Maths (PTM)**

Administered in the autumn as a baseline assessment and the summer term to measure progress across the year from Year 1 to 6. This progress test is used to assess and track pupil progress in pupils' mathematical content knowledge and understanding of processes.



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- Progress Test Science (PTS)
Administered in the autumn as a baseline assessment and the summer term to measure progress across the year from Year 4 to 6.
- PASS - Pupil's Attitudes to Self and School
This looks into three broad areas – how a pupil feels about themselves, their engagement with the curriculum, and their feelings about school. This helps us to judge which pupils may be in need of additional pastoral support to make the best progress in school.

Please follow the links below if you would like to know more about any of our assessments:

<https://www.gl-assessment.co.uk/assessments/independent/>

Standard Age Scores (SAS) –

A Standard Age Score (SAS) converts a pupil's raw score in a test to a standardised score which takes into account the pupil's age in years and months and gives an indication of how the pupil is performing relative to a national sample of pupils of the same age.

The 'average' score is 100. Total marks can range anywhere between 60 and 141, with 141 being the highest standardised score on a GL test. The SAS is key to benchmarking and tracking progress and is the fairest way to compare performance of different pupils within a year group or across a year group.

SAS Band	Attainment	Descriptors
74-88	Working towards the expected level	Yet to reach the expected standard and often requires additional support.
89-103	Working at the expected level	Consistently achieving the expected level for pupils in the year group.
104-111	Working at the expected level +	Consistently achieving the expected level for pupils in the year group and more.
112-126	Exceeding the expected level	Consistently achieving a standard that is well above that expected for pupils in the year group.
>126	Exceeding the expected level +	Consistently achieving a standard that is well above that expected for pupils in the year group and more.



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Feedback and marking

All marking and assessment throughout the school will ensure that:-

- Written work is marked thoroughly and returned to the pupils promptly
- All written work is marked according to schools marking policy
- Grades and marks on written work are supplemented wherever applicable by written comments
- Wherever possible, written comments recognise the positive aspects of the work
- All marks and grades awarded are recorded for use in the preparation of interim or end of year reports
- Parents are informed of their child's progress

Reporting to parents

We have a range of strategies that keep parents/guardians fully informed of their child's progress in school. These include: consultation evenings, interim reports, written reports and when necessary other written communications.

We encourage parents to contact the school if they have concerns about any aspect of their child's learning.

Our reporting schedule can be seen below:

	Autumn	Spring	Summer
Reporting	√ Personal comment, effort and achievement gradings and SAS scores		Full detailed report Personal comment, effort and achievement gradings and subject comments
Parent Consultation Meetings	√	√	



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Roles and responsibilities

Governors - Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher - The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers - Teachers are responsible for following the assessment procedures outlined in this policy



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Appendix 1 Assessment Timeline

Year	Autumn	Spring	Summer
Nursery	EYFS Nursery Baseline (for all areas of learning)	Assessment for all areas of learning	End of Year assessment for all areas of learning
Reception	EYFS Reception Baseline (for all areas of learning) PASS	Assessment for all areas of learning	End of Year assessment for all areas of learning Progress Test Maths / Progress Test English PASS
Year 1	Progress Test Maths Progress Test English Writing Assessment RE Assessment NGRT Maths Assessment	NGRT Maths Assessment Writing Assessment RE Assessment	Progress Test Maths Progress Test English NGRT Maths Assessment Writing Assessment RE Assessment Phonics Screening
Year 2	CAT4 Progress Test Maths Progress Test English Writing Assessment RE Assessment NGRT NGST(digital) NGMT(digital)	NGRT NGST(digital) NGMT(digital) Writing Assessment RE Assessment	Progress Test Maths Progress Test English Writing Assessment RE Assessment NGRT NGST(digital) NGMT(digital)
Year 3	CAT4 (digital) Progress Test Maths (digital) Progress Test English (digital) NGRT (digital) NGST (digital) NGMT (digital)	NGRT (digital) NGST(digital) NGMT (digital) Writing Assessment RE Assessment	Progress Test Maths (digital) Progress Test English (digital) NGRT (digital) NGST (digital) NGMT (digital) PASS (digital)



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	PASS (<i>digital</i>) Writing Assessment RE Assessment		Writing Assessment RE Assessment
Year 4	CAT4 (<i>digital</i>) Progress Test Maths (<i>digital</i>) Progress Test English (<i>digital</i>) Progress Test Science (<i>digital</i>) NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) PASS (<i>digital</i>) Writing Assessment RE Assessment	NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) Writing Assessment RE Assessment	Progress Test Maths (<i>digital</i>) Progress Test English (<i>digital</i>) Progress Test Science (<i>digital</i>) NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) PASS (<i>digital</i>) Writing Assessment RE Assessment
Year 5	CAT4 (<i>digital</i>) Progress Test Maths (<i>digital</i>) Progress Test English (<i>digital</i>) Progress Test Science (<i>digital</i>) NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) PASS (<i>digital</i>) Writing Assessment RE Assessment	NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) Writing Assessment RE Assessment	Progress Test Maths (<i>digital</i>) Progress Test English(<i>digital</i>) Progress Test Science (<i>digital</i>) NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) PASS (<i>digital</i>) Writing Assessment RE Assessment
Year 6	CAT4 (<i>digital</i>) Progress Test Maths (<i>digital</i>) Progress Test English (<i>digital</i>) Progress Test Science (<i>digital</i>) NGRT (<i>digital</i>)	NGRT (<i>digital</i>) NGST (<i>digital</i>) NGMT (<i>digital</i>) Writing Assessment RE Assessment	Progress Test Maths (<i>digital</i>) Progress Test English(<i>digital</i>) Progress Test Science (<i>digital</i>) NGRT (<i>digital</i>) NGST (<i>digital</i>)



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	NGST (<i>digital</i>) NGMT (<i>digital</i>) PASS (<i>digital</i>) Writing RE Assessment		NGMT (<i>digital</i>) PASS (<i>digital</i>) Writing Assessment RE Assessment
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