

ST. CATHERINE'S BRITISH SCHOOL

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Lower School Assessment Policy

Contents

School Motto	3
Lower School Assessment Policy	3
Roles and Responsibilities	4
Tracking pupils	7
Reporting to Parents/Carers	7
PE	8
Music	8
Modern Languages	9
Transition arrangements	10
Monitoring and review	10

Mission Statement

St. Catherine's British School endeavours to foster a love of learning. We strive to provide an environment that respects all cultures, promotes excellence and encourages all to reach their potential. Our goal is to create lifelong learners and responsible global citizens.

School Motto

At St. Catherine's British school our motto, *Excellence and Happiness*, permeates all areas of school life and are reflected by the school's values: *Care, Curiosity, Dedication and Integrity*.

Lower School Assessment Policy

Assessment at St Catherine's British School is integral to high-quality teaching and learning. It is used to identify what pupils know, understand and can do; to inform future teaching; to support pupil progress; and to ensure that every pupil is appropriately challenged and supported. Assessment information is used to adapt teaching so that learning meets the needs of all pupils, including those who require additional support and those who require greater challenge. Assessment is accurate, inclusive, proportionate and meaningful. Within the International Primary Curriculum (IPC), assessment emphasises the development of knowledge, skills, and understanding across the personal, international, and subject-specific learning goals. English and Maths are assessed separately, using age-related expectations and progression frameworks aligned with the English National Curriculum. Across all areas of learning, assessment aims to:

Our principles of assessment are:

- Enable all pupils to make good progress in their learning
- Track individual and group achievement to ensure that progress is visible, measurable, and celebrated.
- Identify pupils who may benefit from additional support or targeted school intervention.
- Provide feedback that clearly communicates next steps, supporting pupils in understanding how to improve.
- Allow teachers to plan effectively by reflecting on the strengths, needs and barriers to learning
- Support reliable and consistent judgements about pupil performance in relation to age-related expectations in English and Maths, and IPC learning goals.
- Use assessment information and data to set appropriate, ambitious targets for individuals and groups.

- Involve parents meaningfully in their child’s learning journey through the sharing of progress and targets.
- Enable the Lower School Leadership Team and Subject Leaders to evaluate the effectiveness of teaching, learning, and curriculum provision across the school.

Attainment and Progress

There is an important distinction between these two terms:

Attainment refers to the academic standards a pupil has reached at a given moment, usually judged against age-related expectations or national standards.

Progress reflects the extent to which pupils have developed in their learning from their initial starting point, over a period (such as a term) a topic and academic year.

Considering both attainment and progress provides a fuller and more accurate picture of each pupil’s development. This dual focus aligns with the IPC philosophy, which emphasises personalised learning, growth over time, and the development of globally minded, reflective learners.

Pupils are encouraged to reflect on their own learning, identify next steps and take increasing ownership of their progress.

Roles and Responsibilities

Teachers use both summative assessments (end-of-unit checks that capture what pupils have learned) and formative assessments (ongoing observations and feedback that guide next steps). Within the IPC, formative assessment is central: teachers continually assess pupils’ progress against the IPC learning goals—knowledge, skills, and understanding—using rubrics, dialogue, and reflection activities. Where appropriate, summative assessments in IPC units within science, help capture pupils’ achievement at the end of each thematic block. In English and Maths, summative and formative assessments follow the expectations of the English National Curriculum.

Class teachers track progress across all subjects, reporting to Phase Leaders, Subject Leaders, or the Head of Assessment, and keeping parents informed when appropriate. Subject Leaders use assessment information to shape their action plans, refine curriculum delivery, and adapt planning to improve learning outcomes. The Head of Lower School, Head of Assessment and Subject Leaders, oversee the effectiveness of learning across the school, monitoring overall progress and attainment in both IPC and core subjects to ensure high-quality provision for every pupil.

Types of assessment

At St. Catherine's, we use a combination of formative and summative assessment.

Assessment for learning (formative assessment)

Formative assessment focuses on how children learn and is embedded in daily classroom practice and planning. Teachers continually assess and track progress through learning objectives, observations, marking and feedback, and pupil responses (see Marking and Feedback Policy). Peer and self-assessment also contribute to this process, supporting pupils in becoming reflective, active learners.

Within the IPC, formative assessment is central to effective teaching and learning. Teachers use ongoing observations, discussions, and skills-based rubrics to monitor pupils' development against the IPC learning goals—knowledge, skills, and understanding—alongside the personal and international goals. This continuous cycle of noticing, responding, and adapting ensures that learning remains purposeful, personalised, and connected across each IPC unit.

In KS1 and KS2, teachers maintain up-to-date records of learning in English and Maths using subject tracker mark sheets aligned with National Curriculum objectives, while in EYFS, staff use Evidence Me to record observations. Additional formative insights—including information from tools such as Quest, PASS, and CAT4 in KS2—are triangulated by class teachers to identify pupils who may require additional support or further challenge. This information is logged and tracked by teachers in pupil progress documents. This aligns with the IPC's emphasis on understanding each child's starting point and ensuring that teaching responds to their evolving needs.

Assessment of challenge (summative assessment)

Summative assessment is used to evaluate pupils' attainment against national age-related expectations. Teachers make these judgements at the end of each term by drawing on a broad range of evidence, including standardised tests, White Rose end-of-unit assessments in mathematics and science, Classroom Monitor mark sheets, book scrutiny, and ongoing moderation within and across year groups.

Within the IPC, summative assessment focuses on pupils' achievement of the IPC learning goals—knowledge, skills, and understanding—at the end of each thematic unit. Teachers use IPC rubrics and end-of-unit reflections to capture how well pupils have met the intended learning outcomes. This sits alongside summative assessment in English and Maths, which follows the expectations of the English National Curriculum.

At the beginning of the academic year, pupils in KS1 and KS2 complete Quest assessments to establish a baseline. These assessments are repeated at the end of the year to measure overall progress. Additional summative tools, such as CAT4 and PASS in KS2, contribute further insight into pupils' learning profiles and development.

Teacher assessment is based on a range of evidence and professional judgement rather than a single test result. Using this combined evidence base, teachers record each pupil's attainment as broadly *working towards*, *working at*, or *working above* age-related

expectations for the core subjects which is communicated to parents.

Assessment cycle

EYFS

Baseline assessments are completed when children enter Nursery or Reception during the first half term. Throughout the year, staff track progress through ongoing observations linked to the EYFS *Development Matters* objectives, sharing these with parents regularly. Evidence Me is used to record learning and capture key developmental moments.

Teachers also make half-termly summative evaluations to review each child's progress. While the IPC is not formally assessed in EYFS, its principles—such as enquiry, personal development, and connected learning—inform the themes and experiences offered. This helps prepare children for the IPC learning goals they will encounter in KS1.

KS1

- Baseline assessments on entry to KS1 (number, phonics, high-frequency words).
- Termly White Rose Maths assessments.
- Termly writing assessments.
- Ongoing monitoring of reading through book-band levels and guided reading observations.
- End-of-unit Science assessments where appropriate within IPC topics.
- Quest assessments (English and Maths).
- Summative assessment within the IPC using end-of-unit IPC rubrics to evaluate pupils' knowledge, skills, and understanding against the IPC learning goals.

KS2

- Termly White Rose Maths assessments (end-of-unit tests).
- Termly Quest assessments for English (spelling, reading comprehension, vocabulary, punctuation and grammar).
- Termly writing assessments.
- End-of-unit Science assessment where appropriate within IPC topics.
- Beginning- and end-of-year Quest assessments for Maths.
- Annual PASS assessments (Years 3–6).
- Annual CAT4 assessments (Years 3 and 5).
- Summative assessment within the IPC using end-of-unit IPC rubrics to evaluate pupils' knowledge, skills and understanding against the IPC learning goals.

At the start of the academic year, class teachers are given time to analyse previous data and consider groupings, additional support, interventions and focus areas. These are shared and discussed with Phase Leaders, Learning Support Assistants and Specialist

Teachers during the pupil progress process (September/October). This analysis includes prior attainment in English, Maths, Science and IPC units, ensuring that planning reflects pupils' needs across all areas of learning.

Tracking pupils

If a child is identified as not making sufficient progress or requiring support, a number of measures may be put in place, such as:

- Targeted support.
- Intervention programmes.
- Parent/carers meeting.
- Support from school counsellors (after discussion with the Phase Leader).
- Individual Education Plans (IEPs) – with co-ordination with the Head of Learning Support.
- Individual Behaviour Plans (IBPs) - with co-ordination with the Head of Learning Support.

If teachers continue to have concerns about a pupil's progress, they meet with the Head of Learning Support to consider next steps, which may include seeking advice from an Educational Specialist.

Assessment is inclusive and accessible. Reasonable adjustments are made where appropriate to ensure all pupils, including those with SEND or English as an Additional Language (EAL), can demonstrate their learning fairly.

Within the IPC, tracking also includes monitoring progress against the IPC learning goals—knowledge, skills, and understanding—alongside personal and international goals. This ensures that any additional support reflects the whole child's development across both core subjects and IPC thematic learning.

Reporting to Parents/Carers

Parents/carers are kept up to date with their child's progress and development through:

- Parent/carers meetings (Term 1).
- Sharing books with parents (Term 2).
- Parent/carers meetings-pupil progress (Term 2).
- Next steps and targets communicated through iSams (Term 2).
- A written report (Term 3).
- End of Year Parent Meetings (Term 3 EYFS only – optional for Y1-6)
- Sharing books with parents (Term 3).

Parents/carers and teachers can request an additional meeting at any point during the year if they have questions or concerns. Children with Individual Behaviour Plans or

Individual Education Plans meet each term to review progress and set new targets.

Reporting includes progress in English, Maths, and Science, as well as learning within the IPC. Teachers share how pupils are developing their knowledge, skills, and understanding across IPC units, along with progress towards the personal and international learning goals. This ensures parents receive a holistic picture of their child's learning across the whole curriculum.

PE

Assessment in Primary Physical Education is ongoing, inclusive and focused on supporting pupil progress in physical competence, knowledge and personal development. Assessment is primarily formative, with teacher observation used as the main tool to assess pupils' performance across a range of physical activities.

Pupils are assessed against age-related expectations in the following key areas:

- Physical Skills – development of fundamental movement skills, coordination, control, balance and sport-specific skills.
- Knowledge and Understanding – understanding of rules, tactics, safety, and the benefits of physical activity and healthy lifestyles.
- Personal and Social Development – teamwork, communication, leadership, resilience, effort and fair play.
- Progress and Participation – individual improvement, engagement and willingness to take part, recognising progress from each pupil's starting point.

Assessment may include teacher observation, questioning, peer and self-assessment, pupil reflection and the use of skill or activity checklists.

Summative assessment is used to make overall judgements about attainment and progress over time, informing future planning and reporting to parents/carers. Assessment in PE celebrates achievement, identifies next steps in learning and ensures all pupils are supported to succeed, regardless of ability or starting point.

Music

Pupils will be assessed through the 'Performance skills, Listening skills and Creating skills' concept curriculum. They will be assessed in all nine of the following key areas (listed below). This assessment allows for a more holistic whole child approach. Each area is assessed through a series of levels; emerging, developing, secure (met expectations) and exceeding expectations. With feedback from the teacher, their peers and themselves, they will know where they are currently working at, and what they need to do to improve.

Listening Skills	Creating Skills	Performing Skills
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1. Knowledge and Understanding – of music of different styles and cultures	4. Teamwork, Leadership and collaboration	7. Variety of musical instruments and singing
2. Reflective - Analysing elements of music and feedback	5. Effective communication of technical skills in creating and improvising	8. Technical and musical (skill development)
3. Making connections	6. Motivation	9. Individual instrumental/vocal skills according to each student

Modern Languages

In St. Catherine's British School, all pupils learn Greek and French. Children who are fluent speakers follow the programme of Greek as a native language. Foreign learners are taught Greek as a foreign language and there is an intermediate group for those children who benefit. French is also taught as a foreign language to all our students with a small minority being taught in a more advanced group.

We assess all four language skills (listening, speaking, reading and writing) using continuous assessment. Pupils regularly do self-assessment, peer-assessment and group assessment during lesson time. Verbal feedback and marking classwork, spelling and homework against shared criteria, are regularly used to help with Assessment for Learning. Continuous and formal assessment informs target setting.

Formal assessment in reading and writing for **Greek for Fluent speakers** takes place twice a year (in December and in May). Speaking and listening are assessed in class, during specially made activities, following the levels and expectations of Ellinomatheia. Formal assessment marks are recorded and discussed at the end of each academic year, to assess progress and to set individual and personalised targets.

Formal assessment for **Greek as a Foreign Language** takes place in December and June and is aligned with the Common European Framework of Reference for Languages (CEFR). The aim is that by the end of Year 6, pupils who have been studying Greek as a foreign language at our school will be working at an A1 level appropriate for learners under the age of 12.

Formal assessment for **French** takes place using continuous assessment. Pupils also have the opportunity for self-assessment and peer-assessment during lesson time, which gives pupils the chance to have a complete idea of their capabilities and makes them aware of the level they have reached.

The aim is that by the end of Y6, most pupils will be at the level of the external DELF A1 PRIM examination in all skills (speaking, listening, reading and writing). To ensure

continuity of learning, at the end of each academic year, we meet with the language teachers in the Upper School and discuss pupil progress, attainment and targets for learning.

Assessment information is stored and processed in accordance with the school's Data Protection Policy.

Transition arrangements

Meetings are held at the end of each year to ensure data regarding pupil progress and attainment are transferred to the next teacher or phase of the school

Monitoring and review

The Head of Lower School, Head of Assessment and Subject Leaders monitor the implementation of this policy through lesson visits, work scrutiny, assessment moderation, pupil progress meetings and data analysis.

This policy was last reviewed in July 2026