Assessment Policy

Policy Information

Date of last review:	September 2025	**Review period:**	Annually
Date ratified by Local Givernors:	4th March 2026	**Policy owner:**	Miss Nixon

Reviews/revisions

Review date	Changes made	By whom
September 2028		

(See also Feedback and Marking Policy)

1. Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this, we undertake two different, but complementary types of assessment: assessment *for* learning and assessment *of* learning.

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We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. We aim to make learning visible to the pupils and develop their assessment capability to empower them to take action to improve their performance.

2. Assessment *for* learning (formative assessment)

This involves the use of assessment in the classroom to raise pupil achievement. It is based on the teaching and learning cycle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Pupils have clear criteria for success so that the it makes learning visible and supports them.

3. Assessment *of* learning (summative assessment)

This type of assessment takes place at the end of a unit of work, of a term or year, or of a key stage and involves judging performance against given standards. We use the following tests in each year group to support summative judgements:
Nursery: 2-Year-Old Checks are carried out with children aged between two and three within the first term of starting Nursery.
Reception: Baseline Assessment and End of Year GLD Assessments.
Year 1: Phonics Screening Check and end of year standardised NFER tests in Maths and English.
Year 2: Phonics Screening retakes and end of term standardised NFER tests in Maths and English in the Autumn term and KS1 Optional SAT tests in the summer term. **Year 3**: End of term standardised NFER tests in Maths and English in the Autumn and Summer term.
Year 4: End of year standardised NFER tests in Maths and English in the Autumn and Summer term and the Multiplication Tables Checker.

4. Recording and Tracking

EYFS
Children's progress is tracked right from the time they start in Nursery. In the EYFS "assessment involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share.' [Statutory Framework for the Early Years Foundation Stage - 2024]
Parents are involved in the child's learning and support teacher assessment. Once in Reception class, information from individual trackers is placed on the school's information management system in the summer term (Please refer to Early Years Foundation Stage Policy for further information)

Years 1 to 4
Ongoing formative assessment is used with other evidence is used to make a judgement about the level at which the children are working. This information for reading, writing and maths is then collated at the end of each term, to enable progress and attainment to be tracked and analysed.
The key assessment criteria for other subjects are shared with children through their success criteria and cohort trackers. Pupils are encouraged to self-assess against the success

criteria. Teachers use the success criteria in pupils' books to indicate the level of understanding or skill a pupil has demonstrated. The teacher then uses this information to provide a best fit end of year summative judgement, which is reported to parents.

5. Consistency

Teachers and subject leaders within school make judgements about the standards of the children's work. All our teachers moderate these standards with each other, so that they have a common understanding of the expectations in each subject. NFER standardised tests are used to support judgements in Maths and English in all year groups. By doing this we ensure that we make consistent judgements about standards in the school. In school moderation sessions are carried out regularly via staff meetings. Inter-school sessions are also held with the other schools in our Academy Trust.

6. Target-setting

We use national comparative data at the end of Reception class, book trawls and NFER standardised test data in years 1-4 to analyse gaps in learning and identify areas for improvement. Findings are then used to set school targets and inform the School Development Plan.

At the start of each year, the child's class teacher sets individual pupil targets for reading, writing and mathematics. These targets should be aspirational, and set high expectations which challenge, motivate and inspire pupils to achieve their best. Termly assessments are used to determine whether pupils are on track to achieve their targets. Data is analysed to identify underperforming individuals and/or groups so that appropriate intervention measures can be put in place.

In summary:
Autumn term- test
Spring term- teacher assessed
Summer term- test

9. Reporting to parents

Each term we offer parents the opportunity to have a consultation with their child's teacher. We also hold 'sharing time' sessions after school at which children can bring their parent/carer into their classroom and share the work they have been doing with them. Teachers are available if parents have any questions regarding their child's performance.

In the Autumn and Spring terms we provide parents with a written, interim report informing them of their child's attainment and effort. During the summer term we give all parents a written report of their child's progress and achievements during the year.

We offer parents of pupils in EYFS opportunities to discuss their child's learning with the teacher through termly open mornings.

10 Inclusion and assessment for learning

We actively seek to remove the barriers to learning and participation that can hinder or exclude pupils and use performance data to help us measure how successful we have been.

11 SEND

Supporting Pupils with Special Educational Needs and Disabilities (SEND)

Principles

- Assessment for SEND pupils should be inclusive, supportive, and tailored to individual needs.
- Assessment should inform teaching strategies, interventions, and support plans, including EHCP (Education, Health and Care Plan) outcomes where applicable.
- We recognise that progress may look different for some pupils and adopt a holistic view of development, including academic, social, emotional, and communication milestones.

Assessment Approaches

- Assessment methods may be adapted for pupils with SEND to ensure accessibility (e.g. visual supports, additional time, reader/scribe support, or use of assistive technology).
- Where appropriate, pre-key stage standards, bespoke assessments may be used to track progress.
- Teachers regularly assess both academic and non-academic progress, including personal targets set within Individual Support Plans (ISPs) or EHCPs.

Monitoring and Reporting Progress

- SEND pupils' progress is monitored through a combination of formative assessment, observations, and ongoing discussions with SENCo, teachers, support staff, and parents/carers.
- Termly pupil progress meetings include a focus on SEND pupils to ensure interventions are effective and progress is in line with individual expectations.
- Annual review meetings for pupils with EHCPs include detailed discussion of assessment outcomes and next steps.

Collaboration and Involvement

- Parents/carers are regularly informed of their child's progress and are key partners in the assessment process.
- Where possible, pupils are involved in setting and reviewing their own learning targets to encourage ownership and motivation.
- External professionals may contribute to the assessment of SEND pupils where specialist input is required.

Equality and Inclusion

- All assessments are carried out in accordance with the Equality Act 2010, ensuring that pupils with SEND are not disadvantaged.
- Reasonable adjustments are made to remove barriers and support each child's ability to achieve their full potential.

12 Monitoring and review

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. This policy will be reviewed in three years, or earlier if necessary.

To be reviewed: September 2028