Assessment Policy

Completed by:	Mrs Norris
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Review date:	September 2027

Stanley Crook Primary School is committed to improving outcomes for all pupils

1. Introduction

At Stanley Crook Primary School, assessment is an integral part of high-quality teaching and learning. It enables teachers to establish what pupils know, understand and can do; identify misconceptions and gaps in learning; and determine the most appropriate next steps.

Our curriculum is broad, balanced, ambitious and inclusive. Assessment supports this curriculum by helping teachers ensure that pupils remember important knowledge, develop appropriate skills and understanding and are prepared for the next stage of their education.

We believe that assessment should promote learning rather than merely measure it. It should be purposeful, proportionate and manageable and should not create unnecessary workload for staff or pressure for pupils.

Assessment information is used to:

- inform teaching and curriculum planning;
- identify pupils' strengths, misconceptions and gaps in learning;
- determine appropriate adaptations, support, intervention and challenge;
- monitor attainment and progress over time;
- support pupils in understanding and improving their learning;
- identify patterns in the performance of individuals and pupil groups;
- inform discussions with parents and carers;
- evaluate the effectiveness of teaching and the curriculum;
- inform school improvement priorities; and
- fulfil statutory assessment and reporting requirements.

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2. Legislation and Guidance

This policy has regard to current statutory requirements and guidance, including:

- the Education Act 2002;
- the National Curriculum in England;
- the Early Years Foundation Stage statutory framework;
- statutory assessment and reporting arrangements published by the Standards and Testing Agency;
- the SEND Code of Practice: 0 to 25 years;
- the Equality Act 2010;
- relevant Department for Education guidance on assessment and reporting; and
- statutory requirements relating to national curriculum assessments.

For Reception pupils, the Reception Baseline Assessment remains statutory and must normally be completed within the first six weeks of a pupil starting Reception.

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3. Aims

Through effective assessment, Stanley Crook Primary School aims to:

- enable every pupil to make progress from their individual starting point;
- maintain high expectations for all pupils;
- ensure assessment informs rather than drives teaching;
- identify gaps and misconceptions promptly;
- use assessment to adapt teaching effectively;
- support early identification of additional needs;
- recognise achievement and celebrate success;
- encourage pupils to understand and take increasing responsibility for their learning;
- ensure assessment is inclusive and accessible;
- provide parents and carers with clear information about pupils' attainment and progress;
- ensure teacher judgements are accurate, consistent and sufficiently moderated;
- monitor the impact of the curriculum; and
- provide leaders and governors with appropriate information to support school improvement.

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4. Principles of Assessment

Assessment is integral to teaching and learning

Assessment should inform what happens next. Teachers use assessment evidence to decide whether pupils need further explanation, additional practice, consolidation, intervention or greater challenge.

Assessment is purposeful and proportionate

Assessment should have a clear purpose. Recording information which does not inform teaching, curriculum development, pupil support or statutory requirements should be avoided.

Assessment should not generate excessive workload for teachers or unnecessary evidence.

Assessment is inclusive

Assessment should enable all pupils to demonstrate what they know and can do.

Reasonable adjustments will be made where appropriate for pupils with SEND, disabilities, medical conditions or other additional needs.

Assessment is ambitious

Assessment should reflect high expectations for all pupils. It will not be used to place artificial ceilings on pupils' achievement.

Assessment is accurate and reliable

Teachers will draw upon an appropriate range of evidence rather than relying upon a single test or assessment activity.

Where appropriate, moderation and standardisation will support consistency and accuracy.

Assessment supports curriculum development

Assessment should help teachers and subject leaders determine whether pupils have learned and remembered the intended curriculum and identify where curriculum design or teaching may need adjustment.

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5. Types of Assessment

Stanley Crook Primary School uses three broad forms of assessment.

5.1 Formative Assessment

Formative assessment takes place continually as part of teaching.

Approaches may include:

- questioning and discussion;
- observation;
- retrieval and recall activities;
- review of pupils' work;
- low-stakes quizzes;
- practical activities;
- feedback during learning;
- peer and self-assessment where appropriate;
- assessment of vocabulary and key knowledge;
- spelling and multiplication recall;
- diagnostic activities; and
- identification of misconceptions.

Teachers use this information to adapt teaching immediately or plan subsequent learning.

Effective formative assessment should identify whether pupils:

- have understood new learning;
- can recall previously taught knowledge;
- have misconceptions;
- require additional explanation or practice;
- require additional scaffolding or intervention; or
- are ready to move on to more complex learning.

This assessment does not routinely require separate written records.

5.2 In-School Summative Assessment

Summative assessment provides a periodic overview of pupils' attainment and progress.

This may include:

- baseline assessment;
- end-of-unit assessments;
- termly assessments;

- standardised assessments;
- teacher assessment;
- extended pieces of work;
- review of SEND Support Plan outcomes; and
- end-of-year assessments.

Summative assessment is combined with teachers' wider knowledge of pupils' learning. **No single assessment result should ordinarily determine an overall judgement about a pupil's attainment.**

Appropriate standardised assessments may be used in reading, mathematics, spelling and grammar, punctuation and spelling to provide additional evidence and support benchmarking.

Assessment should remain proportionate to its purpose.

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6. Statutory National Assessment

The school will administer statutory assessments in accordance with the current requirements issued by the Department for Education and Standards and Testing Agency.

These include, where applicable:

Reception

- Reception Baseline Assessment;
- Early Years Foundation Stage Profile.

Year 1

- Phonics Screening Check.

Pupils who do not meet the required standard in Year 1 undertake the check again in Year 2 in accordance with statutory requirements.

Year 4

- Multiplication Tables Check.

Year 6

- Key Stage 2 National Curriculum assessments and associated statutory teacher assessment requirements.

The school will follow the statutory assessment and reporting arrangements applicable to each assessment cycle rather than relying on fixed dates within this policy.

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7. Assessment in the Early Years Foundation Stage

Assessment within EYFS is based predominantly on practitioners' knowledge of the child gained through interaction, observation and engagement in high-quality provision.

Assessment should not remove practitioners or children unnecessarily from learning.

Reception Baseline Assessment

Pupils undertake the statutory Reception Baseline Assessment in accordance with national requirements. The RBA assesses aspects of early mathematics and early literacy, communication and language.

Ongoing Assessment

Practitioners use:

- observation;
- interaction and conversation;
- children's responses and work;
- adult-led activity;
- child-initiated learning;
- information from parents/carers; and
- professional knowledge of individual children

to inform teaching and provision.

EYFS Profile

At the end of Reception, teachers complete the statutory EYFS Profile.

Judgements are made against the 17 Early Learning Goals. For each ELG, the pupil is judged as:

- **Expected**, where the expected level has been met; or
- **Emerging**, where the expected level has not yet been met.

The previous policy's reference to an **"exceeding"** EYFS outcome has therefore been removed. Current EYFS Profile guidance confirms the two outcomes are expected and emerging.

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8. Assessment in English and Mathematics

Assessment in English and mathematics will combine formative assessment, teacher judgement and appropriate summative assessments.

Teachers will use assessment to determine what pupils have remembered, identify misconceptions and decide the subsequent teaching required.

Reading

Assessment may draw upon:

- teachers' observations;
- phonics and decoding;
- fluency;

- comprehension;
- discussion about texts;
- written responses;
- standardised reading assessments; and
- Accelerated Reader/STAR Reader information where appropriate.

Writing

Writing judgements will draw upon pupils' independent work across an appropriate range of purposes and curriculum contexts.

Teachers will consider pupils' application of transcription, composition, vocabulary, grammar and punctuation as appropriate to the curriculum.

Evidence will be moderated where appropriate to support consistent professional judgement.

Mathematics

Assessment will be integrated into daily mathematics teaching and will identify fluency, conceptual understanding, reasoning and problem-solving strengths and misconceptions.

White Rose or other agreed assessments may be used to complement teacher assessment where appropriate.

The purpose of assessment is to determine what pupils understand and what teaching is needed next, rather than simply to generate scores.

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9. Assessment in Science

Science assessment will reflect both:

- pupils' scientific knowledge; and
- their ability to work scientifically.

Teachers will use evidence gathered throughout teaching, practical investigations, questioning, pupil discussion and pupils' work.

End-of-unit or other assessment activities may be used where they add useful information to teachers' existing knowledge of pupils.

Assessment should establish whether pupils have retained and can apply the important knowledge identified within the science curriculum.

The previous requirement for separate FFT Curriculum Tracker summaries has been removed. The emphasis is on **reliable professional judgement and proportionate evidence**.

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10. Assessment in Foundation Subjects

Assessment in foundation subjects must be manageable, meaningful and appropriate to the subject.

Teachers will assess whether pupils have:

- learned the intended curriculum;
- remembered important knowledge;
- developed appropriate disciplinary knowledge and skills;
- understood and used relevant subject vocabulary;
- made connections with previous learning; and
- applied their learning appropriately.

Assessment methods will vary according to the nature of the subject and may include:

- questioning;
- pupil discussion;
- retrieval activities;
- practical performance;
- pupils' work;
- observation;
- quizzes;
- presentations; and
- end-of-unit activities.

Teachers are **not required to create unnecessary numerical data or extensive individual assessment records for every foundation subject**.

Subject leaders will use proportionate assessment information alongside work scrutiny, pupil voice and curriculum monitoring to evaluate the effectiveness of their curriculum.

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11. SEND and Adaptive Teaching

Stanley Crook Primary School is an inclusive school and has high expectations for pupils with SEND.

Assessment is an important part of the graduated **Assess, Plan, Do, Review** approach.

Pupils with SEND will access the school's assessment arrangements wherever these are appropriate. Reasonable adjustments will be made so that assessment is accessible and does not unfairly disadvantage pupils.

Adjustments may include, where appropriate:

- additional processing time;
- adapted presentation;
- visual support;
- assistive technology;
- alternative methods of recording;
- appropriate adult support;
- breaking an assessment into manageable stages; and
- alternative approaches where a standard assessment is not appropriate.

Teachers will consider assessment information alongside progress towards individual SEND Support Plan or EHCP outcomes where applicable.

Assessment will be used to identify barriers and determine appropriate adaptations to teaching, scaffolding, intervention or additional provision.

Class teachers retain responsibility for assessing the progress of pupils with SEND and will work closely with the SENDCo.

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12. Equality and Accessibility

Assessment practices will comply with the school's responsibilities under the Equality Act 2010.

Assessment will be designed and administered in ways which minimise avoidable disadvantage.

The school will make reasonable adjustments where necessary and appropriate for pupils with disabilities.

Assessment information will also be considered carefully to identify any significant patterns in outcomes for groups of pupils and to inform appropriate action.

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13. Feedback and Pupil Involvement

Assessment should help pupils understand:

- what they have learned successfully;
- what they need to improve;
- misconceptions they need to address; and
- what they should do next.

Feedback may be verbal, written, individual, group or whole-class, depending upon what is most effective.

Feedback should be timely, purposeful and consistent with the school's Feedback Policy.

Pupils will increasingly be encouraged to reflect on their own learning and take responsibility for improvement without unnecessary written target-setting processes.

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14. Recording and Tracking

Assessment recording should be **proportionate to its purpose**.

Stanley Crook Primary School will use its agreed management information and assessment systems, including **Arbor**, to record and analyse agreed assessment information.

Teachers are responsible for ensuring required assessment information is accurate and entered within agreed timescales.

Assessment information will be used to:

- identify individuals and groups requiring further support;
- monitor attainment and progress;
- support pupil progress discussions;
- inform teaching and intervention;
- identify possible curriculum issues;
- support transition;
- inform school improvement; and
- provide appropriate information to leaders and governors.

The extensive FFT Curriculum Tracker, Assessment Tracker and Aspire requirements contained in the previous policy have been removed.

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15. Monitoring Groups of Pupils

Leaders will consider appropriate assessment information for individuals, cohorts and pupil groups.

This may include:

- pupils with SEND;
- disadvantaged pupils;
- looked-after and previously looked-after children;
- pupils with a social worker, where relevant;
- pupils with attendance concerns;
- pupils with English as an additional language where relevant; and
- other vulnerable or identified groups.

Assessment data will not be considered in isolation. Leaders will consider the context, quality of curriculum provision and wider evidence when evaluating outcomes.

Where patterns or concerns are identified, leaders will determine appropriate curriculum, teaching, pastoral or additional provision responses.

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16. Standardisation and Moderation

Moderation supports the accuracy, reliability and consistency of teacher assessment.

This may take place:

- between teachers within school;
- between year groups or teams;
- with colleagues in other schools;
- through subject leadership activity; and
- through statutory external processes where these apply.

Moderation will be particularly important where significant professional judgement is required, including assessment of writing.

The purpose of moderation is to promote shared understanding of standards and improve professional judgement, rather than generate unnecessary evidence.

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17. Reporting to Parents and Carers

Parents and carers are important partners in supporting pupils' learning.

The school will provide regular information about pupils' attainment and progress through its established reporting arrangements, including parents' meetings and written reports.

Teachers will contact parents where concerns about learning or progress require earlier discussion.

Reports should provide clear and understandable information about:

- attainment;
- progress;
- strengths;
- areas for development; and
- wider learning and development as appropriate.

Statutory assessment outcomes will be reported to parents/carers in accordance with current national requirements.

Assessment judgements will draw upon an appropriate **range of evidence**, including formative assessment, pupils' work, teacher knowledge and summative assessment, rather than being determined solely by test outcomes.

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18. Safeguarding and Wellbeing

Assessment should support pupils' learning and development and must not create inappropriate pressure or unnecessary anxiety.

Teachers will be sensitive to pupils' individual circumstances when administering assessment.

Where information arising through assessment, pupil discussion or pupils' work gives rise to a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy immediately.

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19. Roles and Responsibilities

Governing Body

The Governing Body will:

- monitor the effectiveness of assessment arrangements;
- receive appropriate information about statutory outcomes and significant school trends;
- consider the attainment and progress of relevant pupil groups;
- ensure statutory requirements are met; and
- provide appropriate challenge and support to leaders.

Governors will receive appropriate strategic information rather than unnecessary pupil-level assessment data.

Headteacher

The Headteacher is responsible for:

- ensuring implementation of this policy;
- ensuring statutory assessment requirements are met;
- promoting accurate and proportionate assessment practice;
- monitoring outcomes and significant pupil-group patterns;
- ensuring assessment contributes effectively to school improvement; and
- reporting appropriately to governors.

Assessment Lead

The Assessment Lead will:

- coordinate whole-school assessment arrangements;
- ensure staff understand assessment expectations;
- maintain an appropriate assessment timetable;
- support consistency of teacher judgement;
- coordinate moderation and standardisation;
- monitor assessment information;
- identify significant patterns and areas requiring action;
- ensure statutory assessment procedures are followed; and
- provide appropriate information to senior leaders and governors.

Subject Leaders

Subject leaders will:

- understand how assessment operates within their subject;
- monitor whether assessment reflects the intended curriculum;
- evaluate what assessment indicates about pupils' knowledge and understanding;
- identify common misconceptions or curriculum weaknesses;
- support staff in making accurate judgements; and
- use assessment proportionately alongside other curriculum-monitoring evidence.

Teachers

Teachers are responsible for:

- using formative assessment routinely;
- making accurate professional judgements;

- identifying and responding to misconceptions;
- adapting teaching in response to assessment;
- administering agreed assessments appropriately;
- making reasonable adjustments where required;
- maintaining agreed assessment information;
- contributing to moderation; and
- communicating appropriately with pupils and parents/carers.

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20. Monitoring and Evaluation

The effectiveness of assessment will be evaluated through an appropriate range of evidence, which may include:

- analysis of statutory and internal assessment;
- pupil progress discussions;
- work scrutiny;
- learning walks;
- pupil voice;
- moderation;
- subject leadership monitoring;
- SEND Support Plan reviews;
- evaluation of interventions;
- parent feedback where appropriate; and
- governor monitoring.

Monitoring will focus not only on outcomes, but on whether assessment is **improving teaching, identifying pupils' needs and supporting effective curriculum implementation**.

Assessment systems themselves will be reviewed periodically to ensure they remain purposeful and proportionate.

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21. Links to Other Policies

This policy should be read alongside the school's:

- Curriculum Policy;
- Feedback Policy;
- SEND Policy;
- SEND Information Report;
- Equality Policy;
- Accessibility Plan;
- English Policy;
- Mathematics Policy;
- Science Policy;
- EYFS Policy;
- Attendance Policy;
- Child Protection and Safeguarding Policy; and
- Data Protection Policy.

22. Monitoring and Review

The Assessment Lead and Headteacher will monitor implementation of this policy.

The Governing Body will maintain strategic oversight of assessment through the school's monitoring and reporting arrangements.

The policy will be reviewed **annually**, or sooner where changes to legislation, statutory assessment arrangements or school practice require amendment.

Assessment Lead: Mrs Wilkinson
Headteacher: Mrs Norris
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