

Trusting in God; Growing in Wisdom



# Assessment Policy

**Date: February 2025**  
**Review Date: February 2027**

## School Vision

With **thankful** hearts, we **trust** in God as we **grow** in his **love** which **shines** through us. We aim to live our **faith** and grow in **wisdom**.

*And Jesus grew in wisdom and stature, and in favour with God and people. (Luke 2:52)*

*But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)*

Our school vision enables the flourishing of all, giving members of our community an understanding of their own potential. The values contained within our vision provide pupils with the foundation to shine in their learning and grow in wisdom. This underpins our school assessment policy.

### 1 Introduction

- 1.1 Effective assessment provides information to improve teaching and learning. In our school, we undertake two complementary types of assessment: **formative assessment** (assessment for learning) and **summative assessment** (assessment of learning).
- 1.2 **Formative assessment** is ongoing within the classroom and helps raise pupil achievement by ensuring that children understand their learning objectives, where they are in relation to these objectives, and how they can close any knowledge gaps. Formative assessment also provides regular opportunities for teachers to identify misconceptions and gaps in pupils' learning and to quickly address them.
- 1.3 **Summative assessment** evaluates pupils' performance against age-related expectations. Our approach, which aligns with the 2014 National Curriculum, emphasises mastery of skills and thoroughly embedding new learning before progressing to new learning. Teachers make ongoing judgments that culminate in mid-year and end-of-year assessments, allowing whole-school data analysis by the Senior Leadership Team (SLT).
- 1.4 Children are given regular feedback on their learning so that they understand what it is that they need to do better to empower them to take action towards improving their own performance.

### 2 Objectives

- 2.1 The objectives of assessment in our school are:
  - to allow teachers to plan work that accurately reflects the needs of each child, thus moving learning forward;
  - to enable children to demonstrate their knowledge, understanding, and skills;
  - to promote a culture of self-improvement and life-long learning, equipping them with the tools they need to improve;
  - to provide regular information for parents that enables them to support their child's learning;
  - to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### 3 Planning for assessment

- 3.1 Teachers use the Programmes of Study outlined in the National Curriculum 2014 as well as the current DfE assessment guidance and internal assessment methods to monitor pupils' progress.

Lessons are planned with clear learning objectives, ensuring all tasks are inclusive and appropriate to each child's ability.

3.2 Teachers plan lessons with clear learning objectives based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's ability and promote inclusion for all groups including SEND.

3.3 Teachers share learning objectives in the form of questions, forming the basis of success criteria, which may be conveyed verbally or in writing.

3.4 A range of formative assessment strategies is used, including:

- Lollipop sticks (no hands up)
- Targeted questioning
- Mini whiteboards
- Think, Pair, Share
- Thumbs up/side/down
- Self and peer assessment, including happiness codes
- Daily, weekly, and monthly reviews
- Marking of books
- EYFS observations

3.5 Teachers identify pupils not achieving expected levels and intervene with next steps to ensure progress.

3.6 Pupils are encouraged to self-assess, through the use of 'Happiness Codes'; including a written comment from KS2 children, for the teacher regarding their learning. Teachers will respond to written comments; thus an on-going dialogue is maintained.

3.7 Pupils self-assess and engage in peer assessment where appropriate, as an effective part of the learning process.

3.8 Summative assessments follow **DfE statutory guidance** and include:

- **EYFS Baseline Assessment and End of Year Profile**
- **Year 1 Phonics Screening Check** (repeated in Year 2 if necessary)
- **Year 4 Multiplication Tables Check**
- **End-of-Key-Stage 2 SATs for Year 6**

3.9 In addition to the above statutory **summative assessments**, the school also makes use of the following:

- **NFER tests** in Maths and Reading in Spring and Autumn terms for Years 1-5 and SPaG for KS2.
- **Year 6 SATs practice papers** (past SATs papers used regularly).
- **Year 2 SATs elective assessments** (for internal monitoring only).
- **Regular phonics assessments** (half-termly for KS1 and targeted KS2 pupils).
- **Year 1 Phonics Screening Check** (repeated in Year 2 for pupils not meeting the standard).
- **Benchmarking in Year 2** for children completing the phonics programme.
- **End-of-unit assessments** for RE, Science and foundation curriculum subjects.
- **Spelling and writing gap-analysis sheets** inform planning and are shared with the English lead.

3.10 The following **additional assessments and support** are also used:

- Speech and language assessments.
- **SEMH support** (e.g., ELSA programme).
- **IDL literacy and numeracy** assessments.
- Education City, TT Rockstars, and NumBots.
- **Big Maths Beat That scores.**
- Reports from **outside agencies.**

These assessments support interventions, inform **TLGs**, and track **SEND and Pupil Premium** pupils.

3.11 The school's internal tracking system ensures **ongoing monitoring of pupil progress** across all year groups, using the above formative and summative assessment strategies to inform planning and interventions.

#### **4 Target-Setting & Reporting to Parents**

4.1 Parent Consultations are held twice a year, once in the Autumn term and once in the Spring term.

- The focus for the **Autumn term** is on how each child is settling in, pastoral care, and parental roles in supporting learning. English and maths books will be shared.
- The focus for the **Spring term** is academic progress and attainment. Again, English and Maths books will be shared, along with RE, Science and Humanities.

4.2 Formal **Pupil Progress Meetings** occur twice a year with the SLT, or more frequently for vulnerable groups.

#### **5 Feedback to pupils**

5.1 Feedback to pupils is essential, as it allows the practitioners to deliver responsive teaching throughout a lesson. It allows the teacher to plan the next steps in order for the pupils to improve their work. We have agreed codes for marking, as this ensures marking is consistent. Teacher/Learning Support Assistants (LSAs) comments are written in green pen.

5.2 Verbal feedback is given whenever possible and improvement of the pupils' work follows. When time does not allow for this, feedback is given through the use of codes and written comments.

5.3 Through verbal and written feedback, children's next steps are identified and practitioners will plan accordingly.

5.4 Prompts are given on how pupils can improve their work and time is given (through 'Fix-It Time') to respond. This ensures that marking has an impact and children take ownership of their learning.

#### **6 Inclusion and assessment for learning**

6.1 As an inclusive school, we actively seek to remove barriers to learning. Assessment is used diagnostically to contribute to the early and accurate identification of children with SEND and conclusions drawn as to any support or interventions needed. Pupils recognised with SEND are assessed in all aspects including communication, social skills, physical development, resilience and independence.

6.2 High expectations apply equally to pupils with SEND as well as to other pupils. However, this accounts for the amount of effort a pupil puts in, as well as the outcomes achieved. Assessment methods are adapted for some pupils with SEND for example, using visual stimuli and the use of a scribe to aid communication.

#### **7 Moderation of standards**

7.1 Subject leaders study examples of children's work within their subject area. Subject leaders use a variety of exemplification materials to make judgements about the children's achievements. All our teachers have a common understanding of the expectations in each subject and year group so we make consistent judgements about standards in the school.

7.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

#### **8 Monitoring and review**

8.1 The SLT is responsible for monitoring the implementation of this policy. We allocate management time for this task.

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<b>TO BE REVIEWED:</b>	<b>FEBRUARY 2027</b>