



ASSESSMENT POLICY

Assessment Policy for St Mary's C.E. Primary School

Agreed by the Governing Body:	February 2025
Date for review:	February 2028

Assessment Policy

Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to pupils' needs.

This policy outlines the aims, purpose, nature and management of assessment at St Mary's CE Primary School.

The implementation of this policy is the responsibility of all staff.

Policy Aims

- To establish an agreed, consistent framework within which the school can continue the systematic development of formative and summative assessment.
- To encourage positive achievement and personalised learning for each pupil.
- To ensure all teachers know their responsibilities to assess and monitor pupils' work on a regular basis.
- To be able to track pupils' progress, benchmarked against prior data and then to act upon findings.
- To ensure pupils are set realistic and appropriately challenging targets.
- To improve standards of attainment for all pupils.

The Purpose and Nature of Assessment

To understand if pupils are achieving well, we need to know their *starting points*, their *current level* and the amount of *progress* they make. If we do not know what level our pupils are at, then we cannot ask 'Is that the right level, given their capabilities?' Assessment for Learning, that is used to inform teachers' lesson planning for each pupil, is known as formative assessment. Summative assessment is assessment of learning: the measure of where a pupil is at a moment in time and informs teachers, schools and parents about what a pupil has so far learned to do by the end of a year or key stage.

Assessment of learning

At St Mary's CE School, pupils' standards are assessed across the whole school and within each year group. At the start of a pupil's school life, pupils in Reception are assessed using the Reception Baseline Assessment; this is a statutory assessment. This is assessment takes place in the first half term. Teacher Assessment is used to make final judgments at the end of the Reception year, evaluating if children have met Early Learning Goals for the different areas assessed within the Early Years Foundation Stage Framework.

During Key Stage 1, pupils are assessed with work sampling, moderation, tests and observations; this includes a statutory Phonics Screening Test in Year 1 in the summer term. Those pupils who do not pass the Phonics Screening Check in Year 1, retake it in the summer term of Year 2.

During Key Stage 2, pupils are assessed with work sampling, moderation, tests and observations. A statutory Multiplication Tables Check (MTC) is taken by Year 4 pupils in the summer term. End of Key Stage 2 pupils are assessed with National Curriculum tests (SATs) and tasks at the end of Year 6; this includes tests in mathematics (reasoning and arithmetic), reading and spelling, punctuation and grammar. Writing judgements are made by teachers using Teacher Assessment across a range of written work; these judgments are moderated (both internally and externally) to ensure consistency and accuracy.

Sonar Tracker is used from EYFS to Year 6 to record and monitor progress within school for reading, writing and mathematics. Tapestry is used in EYFS to document and record the children's learning – both by parents and school staff - informing teacher assessment judgements. Foundation subjects are assessed termly and recorded on the school's bespoke Foundation Assessment Journeys.

Assessment of learning will:

- provide a summary judgement about what has been learned at a specific point in time.
- aid pupils in becoming familiar, comfortable and effective at completely written tests independently.
- establish national benchmarks about what children can do and about school performance.
- show what pupils can do without support.
- inform the target setting process.
- promote subsequent intervention.

The teacher will:

- identify gaps in pupils' knowledge and understanding.
- identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning.
- implement strategies to accelerate progress.
- mark and measure against National Curriculum standards.

The pupil will:

- begin to be able to gauge their own performance in comparison to others and against previous performance.
- know what standards and expectations are required.
- be proficient at peer assessment.

Assessment for Learning (AfL)

Assessment is an integral part of the learning process and as such many of the strands of AfL will be present in an ongoing and continuous process in the classroom:

- learning objectives should be clearly displayed.
- good examples of work are shared with pupils.

Good assessment practice will:

- enable the active involvement of pupils in their own learning by providing effective feedback (and feedforward) which closes the gap between present performance and future standards required.
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement.
- enable teachers to adjust teaching to take account of assessment information and to focus on how pupils learn.
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts.

Assessment for learning will:

- provide insight into pupils' learning for both pupils and teachers.
- promote success for all.
- support the target-setting process.
- enable continuous reflection on what pupils know now and what they need to know next (feedback).
- promote immediate intervention and link judgments to targets.
- raise standards by taking pupils to the 'edges of capability'.

The teacher will:

- provide continuous oral and written feedback which identifies strengths and the next steps for improvement.
- promote pupil involvement in self-assessment.
- involve teaching assistants fully in the learning process.
- act on insights gained to inform curricular targets.
- adjust schemes of work and plans as a result of assessed work.
- make standards and objectives explicit to pupils.
- promote inclusion by attending to all pupils' needs, particularly for pupils who are at risk of underachievement.
- engage students in rich questioning with appropriate response times.
- organise learning partners for pupils.

The pupil will:

- know what to do to improve.
- know what standards are required.
- know what has been achieved against known success criteria and what to do next.
- gain confidence, motivation and self-esteem as a learner.
- improve own self-evaluation skills.
- make progress.
- show pride in achievements and a desire to succeed.
- use peer assessment to enhance learning.

Children's progress is monitored by their class teacher, Subject leads, SENDCos and the Headteacher with the Senior Leadership Team.

Evidence of pupil progress is in work books and written activities, observation notes compiled by class teachers, SENDCos and teaching assistants and recorded as National Curriculum standards on pupil progress sheets.

Equalities Statement

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.