St Paul's
C of E Primary School

A place to belong

Assessment Policy

Acting Headteacher Approval:	**Charlotte Hughes**
Member of Staff Responsible:	**Charlotte Hughes**
Reviewing Committee:	**Curriculum**
Effective Date of Use:	**Jan 2026**
Term of next review:	**Spring 2027**
Non Statutory	

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Assessment Policy

Statement of Intent

At St Paul's C of E Primary School, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets.
    - Measurable
    - Achievable
    - Realistic/relevant
    - Time bound
- Acknowledging achievement
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

Rationale

The process of assessment is central to helping pupils to progress and **fulfil their full potential**. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole-school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report[1] and DfE guidance on assessment and accountability reforms for primary schools.[2]

1. Legal framework

This policy has been created with regard to the following DfE guidance:

- DfE (2014) 'Reforming assessment and accountability for primary schools'
- DfE (2017) 'Primary assessment in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Key roles and responsibilities

The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.

The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

The headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

The Assessment Leader and Inclusion Leader are responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs) for all pupils, and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.

The SENCO/Inclusion Leader is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs

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All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

3. Training of staff

We recognise that early intervention can improve both achievement and self-worth. We utilise a 'keep up not catch up policy'. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.

Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

Teachers and support staff will receive regular training as part of their development.

4. Definitions

St Paul's C of E Primary School accepts the following definitions for the purpose of this policy:

"**Assessment**" is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Types of Assessment

The two different types of assessment information have two different purposes:

Formative (operational assessment): Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

- Identifies progression of and gaps in knowledge, skills and understanding
- Informs planning for learning
- Tracks smaller steps in pupil progress and identifies any early intervention necessary
- Enables subject leaders to analyse curriculum strengths and weaknesses

Summative (strategic assessment): Activities which assess final achievement at the end of the year.

- Tracks individual pupil performance against targets set
- Enables analysis of trends for groups of learners
- Holds colleagues to account for pupil outcomes
- Informs strategic decisions and development areas
- Is reported to governors and assists in school self-evaluation

5. Types of assessment

St Paul's C of E Primary School acknowledges that assessment will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Formative assessment will inform planning and progression on a day to day basis and summative assessment will allow all staff to track and monitor children throughout the school over the academic year.

Teachers will provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement.

6. Scheme of assessment

National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. St Paul's C of E Primary School has implemented the following scheme of assessment which addresses assessment without levels:

At St Paul's C of E Primary School we use DCPro across school to collate summative assessments.

Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations. We utilise the following formal summative assessments and record these assessments on DCPro:

Summative assessments are recorded using the same language in which end of Key Stage 1 and Key Stage 2 assessments are reported to the DFE and local Authority.

PKS	WTS	EXS	GDS
Pre – Key Stage Standard	**Working Towards the Standard**	**Expected Standard**	**Greater Depth Standard**
Working at a level significantly below the national expectations for their age. * SEND	Working below the national expectations for their ages (between one and two years) Interventions	Working within the national expectations for their age. Challenge for GDS	Working significantly higher than national expectations. More Able

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*PKS is divided into 6 standards.

KS2 Prey Key Stage Standards					
KS1 Prey Key Stage Standards					
PKS1	PKS 2	PKS 3	PKS 4	PKS 5 Working towards KS1 Standard)	PKS 6 Working at KS1 Expected Standard

Children are assessed at four given points in the academic year. We record summative assessment four times throughout the year. We record summative assessment during Autumn Term 1, Spring Term 1, Summer Term 1 and Summer Term 2.

Our formative assessments inform summative judgements. Teachers' professional judgements are at the heart of summative judgements.

In Y3 to Y6 we use standardised scaled tests to validate and quality assure careful teacher judgements in reading, mathematics and SPAG. In writing, children independent writing pieces which alongside their ongoing writing informs teacher judgements. In Maths we use the standardised tests from White Rose as this is the scheme we use in school. In Reading and SPAG we use NFER assessments. Moderation is completed frequently by teachers, subject leaders, phase leaders and the senior leadership team. Y1 also have some summer NFER and White Rose assessments and in Y2 and Y6 we use past SATS Papers.

We can analyse both attainment and progress summatively.

Attainment:

% working at EXS and above

% working at GDS

% working at WTS

Progress:

% 'on track' based on prior attainment at either EYFS for KS1 or EYFS and KS1 results for KS2.

*How a child is deemed as 'on track':

EYFS	PKS	WTS	EXS	GDS
ELG Emerging				
ELG Expected				
ELG Exceeding				

Years 1-6	PKS	WTS	EXS	GDS
PKS				
ELG Emerging WTS				

ELG Expected EXS				
ELG Exceeding GDS				

(e.g. an autumn term EXS judgement would reflect a child working at the standard expected of them in the autumn term – on track to secure EXS by the end of the year).

Formative assessments are carried out during each lesson in a range of ways. At St Paul's we use Curriculum Slides to support recap and assessment of prior knowledge before introducing new content to pupils.

For Foundation Subjects, data is inputted onto DC Pro twice a year. Teachers use a variety of formative assessment types to assess children's knowledge at the end of topics. Some classes chose to do this through informal quizzes, addressing any misconceptions or gaps in learning before then end of the topic.

In the EYFS we use Tapestry, an online journal recording all the learning and fun of children's early years education. This unique journal is shared online with parents, who are able to see special moments and view their child's progress. Tapestry covers the Early Years Foundation Stage, KS1 and KS2. Information can be filtered and displayed in different ways, and assessments and statements can be made for each entry. These assessments then informs future planning and allows the teacher to track children individually. Parents are also encouraged to upload observations of their children's learning at home to contribute to assessment.

Some children in KS1 or KS2 with SEN may continue on Tapestry to monitor their progress throughout the curriculum.

For Phonics we use Little Wandle Letters and Sounds as our scheme of work, which includes and assessment tracker to support teachers in assessing pupils.

7. Formal tests

At St Paul's C of E Primary School we aim to produce independent learners; encouraging our pupils to be creative and develop a lifetime love for learning.

To ensure that pupils are ready for their secondary education when they leave St Paul's C of E Primary School, we will continually monitor the progress of pupils through teacher-led assessments and statutory formal assessments.

Pupils in Year 6 will undertake national curriculum tests, commonly called SATs. The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in English and mathematics.

Pupils in Year 1 will also take the phonics screening test. The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress their early reading. Any pupils who do not meet the required standard will be required to repeat a phonics screening check in Year 2.

Pupils in Year 4 will also take part in a timestables test. The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in Mathematics.

8. Early years foundation stage (EYFS)

In reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.

Each child's level of development will be assessed against the early learning goals. The EYFSP will indicate whether a pupil is meeting expected standards of development, if they are exceeding the expected levels, or if they are not yet meeting the expected levels ('emerging').

The school's Year 1 teachers will be provided with a copy of the EYFSP, along with a commentary on each pupil's skills and abilities; this copy will help to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.

Parents will also receive the results of the EYFSP, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.

Early years providers will supply a copy of the EYFSP to the LA on request. LA s are required to return the profile to the relevant Government department.

The EYFSP will reflect:

- Ongoing observations
- All relevant records held by the setting
- Discussions with parents
- Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

The class teacher will complete a WellComm assessment to help identify children who are experiencing barriers to speech and language development so that we can support them early in their education journey.

9. Target setting

The assessment leader working with subject leaders and teachers set targets using previous summative data, including the EYFSP, KS1 results and KS2 results.

Teachers complete baselines assessments at the start of the Autumn term, which inform long-term national curriculum-based learning goals. Using the results of these assessments, pupils' mastery of the subject will be judged as 'greater depth standard', 'expected', or 'working towards the expected standard'.

Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum or the Pre Key Stage Documents, depending on their need and cognitive ability. Where the child is working below the Pre Key Stage Document, Teachers and Teaching Assistants will assess pupils against the Engagement Model. Pupils will then be assessed using the associated criteria.

Learners who have English as an additional language (EAL), who are at the initial stages of learning English, are assessed using pupils' mastery of the subject will be judged as 'greater depth standard', 'expected', or 'working towards the expected standard'. Early Interventions will be implemented to support children with EAL if needed and appropriate.

Targets agreed are clearly shared with parents at parents evening and formal end of year reports.

10 Tracking and reviewing progress

Summative assessments are recorded on DCPro.

Pupil progress meetings for each year group are scheduled termly and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Creating a pupil progress review report for each class – factors affecting underachievement and the steps that will be taken to combat this.

11 Marking and feedback

Marking of pupils' work will follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved. As a school we 'live mark' so that children get instant feedback and can make progress during the lesson.

Marking and feedback will directly relate to subject specific assessment criteria and individual learning objectives. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.

Time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.

Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' within the lesson with verbal feedback from the class teacher.

Achievement is rewarded in the following ways:

- Star Assembly
- Stickers
- Special Stickers from the headteacher or SLT members.

12 Records and record keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

- Planning
- Pupil work
- Books
- Assessment trackers
- Pupil progress meetings with SLT

At the EYFS, each child's developments and achievements are recorded in the EYFSP, which is based on teachers' ongoing observations and assessments.

Summative assessment records, such as KS1 and KS2 examination results, are kept electronically and held for six years after the year of the examination.

13 Standardisation and moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the local area
- Attendance at LA sessions to ensure judgements are in line with other schools/academies

Portfolios of moderated work are kept securely by curriculum leaders or members of the SLT. Feedback is given through 'Perspective'.

We encourage staff to participate in moderation and where possible apply to be a LA moderator.

14 Reporting

Records promote and ensure the following:

- Positive home/school relationships
- Information for parents/carers
- Opportunities for discussion with parents/carers

- In some cases, information for partnership agencies
- Targets for pupils

A written report for each pupil is sent to parents/carers at the end of the year. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for English and Mathematics are also set.

For pupils at the end of key stage 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

Parents are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms and a written report is received in the Summer. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times. Class teachers or the headteacher may invite some parents for an interview to discuss their child's progress, if required.

Parents are also invited to meet the teacher for the following year during our transition week in the summer term and ask any questions they may have.

The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report and assessment update.

SLT and subject leaders also report to governors when required.

15 Relevant policies

This policy also links to the Marking and Feedback Policy.

16 Policy review

This policy is reviewed annually by the senior leadership team in partnership with school governors and curriculum leaders. Any necessary changes are made and communicated to all members of staff.

The scheduled next term of review for this policy is Spring 2027