



Assessment Policy

Author: St Ann's SLT

Owner: St Ann's School Committee

Date adopted: February 2025

Review: February 2028

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>.

'Together, we aim high; with God's love, we can fly.'

Assessment Policy

Purpose of the Policy

This policy outlines the purpose, nature, and management of assessment at St Ann's Church of England Primary School. Assessment is integral to the teaching and learning process, enabling teachers to tailor lessons to meet the needs of each pupil and ensuring they have opportunities to progress from their starting points.

Our Assessment Philosophy

At St Ann's, we believe that every child has the right to achieve their full potential in primary education. Children should not only succeed but also actively participate in and shape their learning alongside their teachers and peers.

An effective assessment system involves collaboration with children and parents in decision-making and target-setting. It allows practitioners to identify specific areas for improvement while being manageable for staff, enabling them to focus on delivering effective and engaging teaching and learning.

Our assessment system is free from bias, stereotyping, and generalisations, and is embedded in every learning experience our pupils receive.

Aims

- 1. Outline Assessment Processes:** Provide a clear framework for all assessment processes at St Ann's Primary.
- 2. Inform Planning and Track Progress:** Utilise assessment as a tool to inform planning, track pupil progress, and raise standards.
- 3. Meet National Curriculum Expectations:** Ensure compliance with the expectations of the 2014 National Curriculum.
- 4. Identify Learning Needs:** Systematically identify and address specific learning needs.
- 5. Involve Parents:** Engage parents in their child's education through regular communication and updates.

Roles and Responsibilities

Head Teacher (HT): Overall responsibility for assessment across the school.

Deputy Head Teacher (DHT): Support the HT in overseeing assessment practices.

Class Teachers: Responsible for assessing pupils in their classes and adapting teaching strategies accordingly.

Curriculum Subject Leaders: Monitor assessment within their subject areas.

SENDCO: Oversee the progress of pupils with Special Educational Needs and Disabilities (SEND) across the school.

Implementation - Our Assessment Model



Assessment at St Ann's Church of England Primary School is not only used to identify pupil attainment at set points in the year but also serves as a daily process to meet the evolving needs of our pupils. We encourage children to be active participants in their learning journey. Our assessment model involves four stages of the assessment cycle, with guiding questions to foster pupil engagement.

Types of Assessment

Formative Assessment

Definition: Ongoing assessments conducted by teachers both formally and informally during lessons.

Purpose: Assess knowledge, skills, and understanding to identify gaps and misconceptions.

Feedback: Regular feedback is provided to pupils to help them understand how to improve.

Methods: Includes quality questioning, marking, and feedback (refer to the Feedback Policy for details).

Summative Assessment

Definition: Conducted at predefined periods throughout the academic year.

Purpose: Benchmark pupils, track progress, and make judgements on attainment against year group objectives.

Data Collection: Internal summative assessment data is collected at key points for all subjects, informing future planning.

Types: Includes end of unit tests and statutory assessment papers. Details of summative assessments can be found in Appendix 1.

Statutory Summative Assessments

All statutory assessments are completed in line with the Standards and Testing Agency timetable, including:

- Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP)
- End of KS2 SATs for Year 6 pupils
- Phonics screening check in Year 1 (and Year 2 pupils who did not pass in Year 1)
- Multiplication Tables Check in Year 4
- End of KS1 SATs (completed despite no longer being statutory)

Results from statutory assessments are reported to the local authority and parents as appropriate.

Pupil Progress Meetings

The Head Teacher (HT) and Deputy Head Teacher (DHT) collect and review all forms of summative data to identify patterns and trends. This data is discussed during termly Pupil Progress Meetings, which include the SENDCO to track progress of SEND pupils. Discussion Points Include:

- Percentage of pupils on track to achieve Expected Standard (EXS) or Greater Depth Standard (GDS)
- Pupils on track to make expected progress from their starting points
- Percentage of pupils on tracked to achieve EXS/ GDS in all core areas (combined data)
- Identifying children not on track and reviewing support strategies
- Support in place for SEND pupils to enable them to make progress from their individual starting points.
- Pupils whose assessment may indicate a SEND need that may need investigating.
- Professional development needs related to supporting pupil progress

Using Assessment to Plan Interventions

Assessment not only allows teachers to judge the impact of our curriculum on a learner's progress but also to identify children who would benefit from a learning intervention. To narrow the learning gap between the lowest attaining learners and their peers and to ensure middle attaining learners remain 'on-track' to achieve age related expectations, we use three different types of interventions: Pre-teach, Keep-up and Catch-up.

Assessment plays an important part in identifying which type of intervention will benefit children at different points in their education.

Reporting to Parents

Across the academic year, parents and carers will be invited to two Mentoring Conversations (November & March/April) with the child's class teacher. Mentoring Conversations provide a child focused discussion about their progress and attainment. During the Mentoring Conversation, the child's targets and Pupil Profile will be discussed. In the Summer term, an end of year report is shared with parents detailing the pupils end of year attainment, results of any statutory assessments their child has completed and the next steps for the following academic year. Throughout the year parents are welcome to come to school to have an informal discussion about their child's progress if there are any concerns.

Reporting Between Staff

Formal reporting occurs during staff meetings, with a Transition Meeting at the end of the year to transfer individual records and relevant pupil information to the next teacher.

Appendix 1

Overview of Summative Assessments Used (2024-2025):

		AUTUMN NOV 2024	SPRING MARCH 2025	SUMMER MAY/JUNE 2025
EYFS	EYFS Areas of Learning	RBA (Sept/Oct)	EYFS Individual Pupil Tracking	EYFS Profile
	Phonics	Half termly RWI Assessments	Half termly RWI Assessments	Half termly RWI Assessments
Y1	READING	No formal test Teacher Assessment	Hodder NTSA	Hodder NTSA
	MATHS	No formal test Teacher Assessment	Maths Mastery End of unit	Maths Mastery End of unit
	PHONICS	Half termly RWI Assessments	Half termly RWI Assessments	Half termly RWI Assessments
		RWI Phonics Screening Check 2023	RWI Phonics Screening Check 2024	RWI Phonics Screening Check 2025
	Y1 COMMON EXCEPTION WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling
FOUNDATION SUBJECTS	Trust end of unit tests	Trust end of unit tests	Trust end of unit tests	
Y2	READING	Hodder NTSA	SAT 2024	SAT 2025
	MATHS	Maths Mastery End of unit	SAT 2024	SAT 2025
	PHONICS	Half termly RWI Assessments	Half termly RWI Assessments	Half termly RWI Assessments
		RWI Phonics Screening Check 2023 (Y2 who did not pass in Y1)	RWI Phonics Screening Check 2024 (Y2 who did not pass in Y1)	RWI Phonics Screening Check 2025 (Y2 who did not pass in Y1)
	Y2 COMMON EXCEPTION WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling
	FOUNDATION SUBJECTS	Trust end of unit tests	Trust end of unit tests	Trust end of unit tests
Y3	READING	Hodder NTSA	Hodder NTSA	Hodder NTSA
	MATHS	Maths Mastery End of unit	Maths Mastery End of unit	Maths Mastery End of unit
	PHONICS	RWI Phonics Screening Check 2023 (Y3 who did not pass in Y2)	RWI Phonics Screening Check 2024 (Y3 who did not pass in Y2)	RWI Phonics Screening Check 2025 (Y3 who did not pass in Y2)
	Y3/4 STATUTORY WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling
	FOUNDATION SUBJECTS	Trust end of unit tests	Trust end of unit tests	Trust end of unit tests
	SPAG	NFER	NFER	NFER
Y4	READING	Hodder NTSA	Hodder NTSA	Hodder NTSA
	MATHS	Maths Mastery End of unit	Maths Mastery End of unit	Maths Mastery End of unit
	Y3/4 STATUTORY WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling

	SPAG	NFER	NFER	NFER
	FOUNDATION SUBJECTS	Trust end of unit tests	Trust end of unit tests	Trust end of unit tests
Y5	READING	Hodder NTSA	Hodder NTSA	Hodder NTSA
	MATHS	Maths Mastery End of unit	Maths Mastery End of unit	Maths Mastery End of unit
	Y5/6 STATUTORY WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling
	SPAG	NFER	NFER	NFER
	FOUNDATION SUBJECTS	Trust end of unit tests	Trust end of unit tests	Trust end of unit tests
Y6	READING	SAT 2023	SAT 2024	SAT 2025
	MATHS	SAT 2023	SAT 2024	SAT 2025
	SPAG	SAT 2023	SAT 2024	SAT 2025
	Y5/6 STATUTORY WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling
	FOUNDATION SUBJECTS	Trust end of unit tests	Trust end of unit tests	Trust end of unit tests