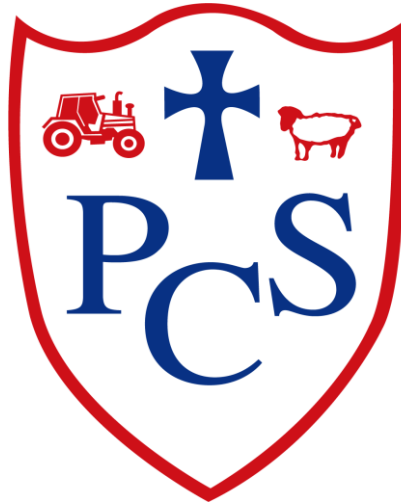


Preston Candover CE Primary School



Assessment Policy

Reviewed by: Headteacher

Last review date: April 2026

Next review date: April 2029

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

Love



Hope



Justice



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Our School Vision

Recognising the unique light that shines in every individual, we strive to 'encourage one another and build each other up' (1 Thessalonians 5:11) to ensure that all can thrive. Through our core Christian values of Love, Hope and Justice, we inspire learning for life, empowering everyone to flourish and make a positive difference in the world.

We enable every child to meet their potential intellectually, morally, spiritually and physically in a caring Christian environment. We develop learners who show mutual respect and make a positive contribution to society. We inspire our children to become life-long learners who are equipped to apply their learning in a diverse and rapidly changing world.

Our core Christian values of **Love, Hope and Justice** focus us as an inclusive community to be the best version of ourselves. Our values permeate all areas of school life through learning, religious education, prayer, worship and action. We live our core values, cultivating character in our children through teaching virtues e.g., respect, perseverance, courage, fairness and truthfulness. Opportunities for reflection, questioning, and exploring beliefs are essential in developing each child and these are actively planned for.

Aims:

- Provide clear guidelines on our approach to formative and summative assessment
- Ensure that all groups of children make sustained progress in learning consistently over a period of time
- Evaluate whole school effectiveness through assessment that measures the value the school adds to the children's learning
- Benchmark the school against local and national standards
- Identify whole school professional development needs
- Ensure that underperforming groups of children are effectively identified to allow appropriate intervention
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting clear and concise information to teachers, parents, governors, LA and the DFE
- Integrate assessment into our planning and teaching to inform future learning
- Give children regular performance feedback & develop a child's contribution to and ownership of their learning

Legislation and guidance:

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

Assessment Approaches

At Preston Candover CE Primary, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

1. In-school Formative Assessment

These are the daily, ongoing assessments that teachers make regularly when teaching to inform teaching and support learning. Its aim is to reduce gaps between current understanding and learning goals during the learning process.

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan/adapt future lessons. It allows teachers to clarify learning objectives and success criteria where required to reduce cognitive load and re-focus attention.

Pupils to measure their knowledge and understanding against learning objectives, and identify specific areas in which they need to improve. Encourages pupils to reflect on their own learning and understanding (metacognition), set goals, correct errors and practice independently.

Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they can do to support their child to improve further

In our school, we utilise a range of formative assessment approaches, such as:

- Updating Sonar Assessment with the objectives met in Maths, Reading and Writing.
- Self and peer-assessment of their own learning
- Providing feedback that moves learning forward (Please see separate policy)
- Questioning (See teaching and learning policy)
- Regular short recap/ retrieval quizzes
- Observations
- Use of mini whiteboards

Formative assessment supports personalisation of learning. It allows teachers to assess knowledge skills and understanding, identify gaps and misconceptions and is used by teachers to inform planning, resources and support in order for all children to make good or better progress.

Teachers and LSAs will regularly give pupil feedback on their learning as part of formative assessment- please see our separate feedback policy for more information.

2. In-school Summative Assessment

These are measures that evaluate the children's learning at the end of a period of instruction, for example at the end of term or year. Its purpose is to measure attainment, accountability and to inform reporting. Summative assessments are a 'snapshot' and should be used in conjunction with formative approaches as detailed above.

Effective in-school summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. To identify attainment trends over time and to report to parents, governors and external bodies.

Teachers to evaluate learning at the end of a unit or period, and the impact of their own teaching. To contribute towards informed judgements about attainment/ progress. To identify gaps in learning to plan for subsequent interventions and next steps and feed into future curriculum planning.

Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.

Parents/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

In our school, we utilise a range of summative assessment approaches, such as:

- Baseline Assessments on entry to Year R and entry in other years. This gives us our first measure of the child's achievement and alerts us to their future needs.
- December, mid year (March) and end of year tests and assessments (June) that benchmark the children in every year group in Reading, Writing, Maths at end of term.
- End of unit summative tests in foundation subjects (for example, science and computing)
- The data is added to tracking software and the on-going progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings.

Nationally Standardised Summative Assessment

The following measures are also used to benchmark the school against other schools nationally and in Hampshire and to set targets for school improvement.

Nationally standardised summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to understand national expectations and assess their own performance in the broader national context

Pupils and parents/carers to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
This assesses Reception children against the Early Learning Goals.
- Phonics screening check in year 1
All children in Year 1 undertake a phonics check, which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2.
- Year 4 Multiplication Check (MTC)
All children in Year 4 are assessed to ensure they have automatic recall of multiplication facts, up to 12x. Delivered online, the test comprises of 25 questions for pupils to answer, with 6 seconds given per question.
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)
These measure the school against national and local standards and shows year on year achievement. These are measures used to benchmark the school against other schools nationally and in Hampshire and to set targets for school improvement.

5. Collecting and Using Data

At Preston Candover CE Primary, we ensure that we only collect and use assessment data that is relevant, purposeful and will impact on helping our pupils to make good or better progress.

A year planner and termly assessment cycle guide is given to staff at the beginning of each year which clearly details the assessments and relevant deadlines. (appendix A)

Teachers need to be able to produce evidence of judgments. Children's work is one example of where such evidence may be found therefore children's exercise books should always be kept according to relevant policies such as presentation, handwriting and marking.

Class teachers keep all assessments and notes from parent consultations for the current year. At the end of the year assessments are passed on to the next teacher in pupil handover meetings. All data is kept on Arbor (for EY, Year 2 and Year 6), SONAR and the school network.

Pupil Progress reviews are then held termly between teachers and SLT. It is the purpose of these meetings to have a professional discussion about the progress of pupils across the school, identify any pupils who are at risk of falling behind or making less progress and discuss what provision can be put in place to support those pupils.

6. Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Preston Candover CE Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

During assessments, including internal and external assessments, and coursework

To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

As a research tool to help them find out about new topics and ideas

Please see our Online Safety and Internet and ICT Acceptable Use Policies for further information.

7. Reporting to parents/carers

At Preston Candover CE Primary, we regularly report assessment data to parents/carers.

Reporting to parents may include:

- Annual reports
- Parents Evenings
- Additional pupil support meetings
- EHCP Reviews

Annual Reports to parents/carers include the following details:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- An indication of a pupils effort towards their learning in the various subjects
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The results of any public examinations taken, by subject and grade

At the end of KS2:

- Outcomes of statutory National Curriculum teacher assessments in English (writing) and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' in Reading, Grammar and Punctuation and Maths
- Where appropriate, a statement explaining why any National Curriculum test has not been taken

- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND) or for those whom English is an additional language.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

All pupils with an Educational Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which outlines any additional provisions they will receive, when and by whom. All other pupils identified as having a Special Educational Needs (SEN) will be identified on class provision maps and have individual plans. The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments and the teacher and/or parents/carers general knowledge of the child and is also shared in discussion with the child.

EAL pupils benefit from a wide range of AFL strategies in place and assessments are undertaken in line with whole class assessments.

Looked after children will have a personal education plan (PEP) that supports these pupils in their learning and conditions for learning. The PEP forms part of their assessment.

Vulnerable pupils such as those on the child protection register have a progress review every half term. This is used to ensure that these pupils are making progress.

There is further assessment documentation for SEN pupils. The inclusion manager keeps all SEN documentation.

Mastery

The 2014 National Curriculum states that, "the expectation is that the majority of pupils will move through the programmes of study at *"broadly the same pace"* and that "pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems *before any acceleration through new content"*.

There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

9. Training

Upon induction, new staff members are provided with sufficient training in assessment so that they can fulfil their responsibilities. Further assessment training is provided on an ongoing basis, as part of staff meetings and support from subject leaders and SLT. Regular moderation meetings take place whereby assessment judgements are moderated using a portfolio of evidence by other teachers- this ensures validity of assessment practices and judgements. ECTs (Early Career Teachers) are provided additional support with assessment through their training program and from their mentor. Members of staff also benefit from attending county assessment training courses to ensure our school stays abreast of good practice. The knowledge gained from these courses are then shared with the wider staff in subsequent staff meetings.

Roles and Responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed annually by the SLT and Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through moderations, lesson observations, book scrutinies and/or pupil progress meetings

Links to Other Policies

- Teaching & Learning
- Marking & Feedback
- SEND
- Early Years Foundation Stage Policy

Appendix A Year Planner

September	Class context, Provision mapping & intervention meetings Y1-6 (Headteacher and Inclusion leader)	<ul style="list-style-type: none"> •Using June/July data new class teachers establish class need using pupil and groups' data •Focus on provision for individual pupils below expected •Vernon, spelling-all, Salford (at risk and new pupils) assessments, Peras for Year 1, reading Benchmarking, Phonics baseline/ Little Wandle •Provision maps reviewed
	Staff meeting	<ul style="list-style-type: none"> •Baseline established, Language Links assessment, •Using baseline data, class teachers establish class & group need <p>Focus on provision for individual pupils below expected to close the gap and vulnerable pupils</p> <p>Moderation with Pre-school</p> <ul style="list-style-type: none"> •Groups analysis to inform provision •Pupils learning in books and observations
October		<ul style="list-style-type: none"> • Data used to set performance management targets • Termly reporting to parents-Parent consultation evenings
Nov. /December	Year group progress Reviews/ Pupil Progress Meetings (Inclusion leader/Ast and HT and teachers) Focus on PP, SEND, More Able, Lower attainers, Boy/Girl, Data Collection	<ul style="list-style-type: none"> •Data analysis for R,W,M,GPS on SONAR and NFER, Science tracking & foundation subjects •Cohort and groups data •Moderation meetings in Autumn •Provision maps and case studies reviewed
January	Staff meeting	<ul style="list-style-type: none"> •Pupil & Cohort progress •Focus on pupils not making progress & those below expected- interventions
March	Data Collection Mid Point review of interventions for profile children Pupil Progress Meetings (Inclusion leader/Ast and HT and teachers)	<ul style="list-style-type: none"> •Evaluation of impact of interventions and any issues arising from provision. •Book review of progress of focus children •Moderation meetings •Review of support if needed. •Termly reporting to parents (consultations)
May	End of Key Stage Statutory Assessments (standard tests, checks alongside teacher assessments)	<ul style="list-style-type: none"> •Statutory assessments for Reading, Writing, Maths, Grammar, Punctuation, Spelling & Science undertaken in Year 2 and 6 / Year 4 times-tables •Moderation meetings •Outcomes for Reception children summarised against each area of learning and reported. <p>Language Links follow up</p>

June	Data Collection	<ul style="list-style-type: none"> •Data moderated & analysed for R,W,M,GPS, Science tracking •Year 1 Phonics check undertaken within statutory timeframe. Year 2 Phonics check pupils who did not meet in Y1 •Cohort and groups data analysis •Provision map reviewed/case study review
	Year 4 times tables check Year 1 phonics check and Year 2 retakes	
June (late)	Pupil Progress Meetings	<ul style="list-style-type: none"> •Pupil & Cohort progress measured •Focus on pupils not making progress & those below expected •Provision maps reviewed
July	Staff meeting Handover meetings Whole school Data analysis-HT, Ast HT, Inclusion leader and Eng. Maths, EYFS, all subject leaders	<ul style="list-style-type: none"> •Summative data shared with new class teacher •Performance management targets reviewed •Termly reporting to parents-end of year pupil reports. CPD impact and School improvement plan draft

The Assessment Cycle

In brief:

- Three main summative assessment periods: December, March and early June for pupils in Years 1, 2, 3, 4, 5, 6 and Statutory Assessments in **May** for pupils in Year 6
- Baseline in September then continuous observation and check with a summative assessment in June for pupils in Early Years.
- Pupil Progress Meetings in December/January and June (HT and Inclusion leader with all teachers)
- Performance Management review meetings in October and March