



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



ASSESSMENT POLICY

'Together with God, Making Learning a Life Long Friend'

Approved:	11.5.2026
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We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

St Anne's C of E Primary School has high expectations of learning, behaviour and respect for each other and this underpins everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit to be the best that we can all be every day.

Aims

At St Anne's C of E Primary School, we have created a broad, balanced, rich and vibrant curriculum, to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic lifelong learners.

We aim to provide opportunities that will enable all our children to become successful learners who enjoy learning, make progress and achieve. We encourage our children to be creative and imaginative and develop a lifetime love of learning.

We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, both now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and informs their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and informs future planning.

The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- enable individual pupils to make progress in their learning;

- be underpinned by confidence that every child can improve;
- involve both teacher and pupils reviewing and reflecting upon assessment information;
- provide feedback, which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- enable teachers to plan more effectively;
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- enable parents to be involved in their child's progress;

The Principles of Assessment

The principles that underpin assessment at St Anne's C of E Primary School are:

Purposeful Assessment (Formative Focus): Assessment should primarily serve to inform teaching and learning rather than just providing a score. Effective assessment helps identify gaps and misconceptions, allowing teachers to adapt instruction promptly.

Targeted Checking (Checking for Understanding): Rather than just auditing knowledge, use methods like questioning, hinge questions, and retrieval practice to uncover specific gaps in understanding.

Evidence-Based Decisions Gather data from all pupils (not just volunteers) using techniques such as whiteboards, "no-hands-up" questioning, and temporary flexible groupings to address specific needs.

"Safe" Environment for Errors: Build a classroom culture where mistakes are viewed as vital diagnostic information for learning, ensuring pupils feel comfortable sharing their thinking.

Effective Feedback: Assessment must be followed by action, such as giving pupils time to respond, refine work, or engage in, for instance, editing writing based on feedback.

Balanced Approach: While summative tests are used to monitor progress, formative assessment should be ongoing to directly improve learning "in the moment".

Source: Education Endowment Foundation EEF

Assessment Frameworks

The school's frameworks have been developed by curriculum and assessment experts to ensure they offer a credible and robust approach to embedding assessment of the new National Curriculum.

This framework enables us to:

- Generate attainment / progress information for children.

- Shows progression and improves transition: a clear continuum of progress by following a specific set structure which is consistent across KS1 and KS2.
- Ensures that coverage meets requirements for statutory tests: Year 1 phonics screening; Year 4 multiplication test and Year 6 SATs.

For teachers:

- Able to be used as a planning tool and complete 'Gaps in Learning'
- Breaks reading, writing and maths into assessment strands that have clear links to teaching and learning.
- Assists differentiation.
- In-line with Curriculum 2014: provides clarity in what should be covered in each year group.
- Can be used to support reading and writing across the curriculum; ensuring it is not confined to the English session.
- Also uses Standardised Scores where appropriate to show progress.

For children:

- Able to be used to set clear, measurable targets linked to specific areas.
- All children can access in accordance to their needs.
- Aspirational -all children have something to strive towards!

Approaches to Assessment at St Anne's C of E (VC) Primary School

At St Anne's C of E (VC) Primary School, all teachers assess the children on a daily basis to ascertain pupils' understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding and can plan the next stage in each child's learning. It helps the teacher to monitor progress and provide motivation for the children.

At St Anne's C of E Primary School, we emphasise the opportunity for all pupils to succeed. Entry assessment information for each of our key stages is received for all pupils to allow pupils' progress to be measured across the Key Stages. Additional summative assessments are used to track the pupils' progress at key points across the year and allows teachers to measure the pupils' attainment against the National Curriculum age-related expectations for the relevant year groups.

How assessment outcomes are collated and used

We use three key forms of assessment:

- in-school formative assessment
- in-school summative assessment

- nationally standardised summative assessment

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- regular short recap quizzes
- scanning work from across the curriculum for pupil attainment and development
- adult and peer feedback and response partners
- child self-assessment and reflection on learning

St Anne's C.E. Primary School In-school Summative Assessment

- Standardised Maths Test (NTS). Assessment Points End of: November, March, June
- Standardised Reading Test (NTS / NFER). Assessment Points End of: November, March, June
- Standardised Grammar Punctuation and Spelling Test (NFER). Assessment Points End of: November, March, June. (Y3-6 only)
- Half-termly Phonics testing using RWI and / or practice Phonics test papers.

*Y6 may use practice SATs papers for summative assessment as may Y2 where appropriate.

Nationally Standardised Summative Assessment

- Year 1 Phonics Test.
- Year 4 Times Tables Check
- Year 6 SATs Tests Reading, Maths and Spelling, Punctuation & Grammar

Maths

Formative assessment information is gathered by class teachers during the course of a half term/term and year relating to pupil's achievements in all areas of mathematics. An assessment is completed after the subsequent block being taught to check what each pupil

has retained and the progress they have made. To support these judgements, at each assessment point, every child will complete a standardised maths test (NTS). These results will then be inputted into the school system and a standardised score, maths age and progress against their year group expectations will be formulated. From this, Gaps will be addressed through class teaching or intervention.

Writing (including grammar and punctuation)

Throughout each term children will complete a number of unaided writing tasks during both English lessons and through cross-curricular extended writing. The teacher will mark and review these using the assessment criteria and year expectations. Over a term the writing evidence for 3/4 children in the class will be moderated to ensure consistency and accuracy across the school

Reading

Ongoing assessment information will be gathered during reading sessions and children will be assessed against the formative assessment criteria for their year group. At each assessment point, children carry out a standardised reading test (NTS / NFER). These results will then be inputted into the school system and a standardised score, reading age and progress against their year group expectations. From this, Gaps will be addressed through class teaching or interventions.

Phonics

Children are assessed informally in their phonological knowledge on a daily basis using 'RWI' to inform future planning and lessons. Formal phonic assessment takes place half-termly; where children are assessed against skills and knowledge from the Read Write Inc programme of study. We use our own Phonics Tracker package to enable us to identify gaps in learning for individual children and cohorts for those children who didn't achieve the expected standard in the Y1 phonics screening test and the Y2 retake.

Foundation Subjects

Ongoing assessment information will also be gathered during subject sessions and children will be assessed against the specific criteria for their year group (linked to the curriculum that's taught). This information is used by subject leaders and teachers to ensure progressions and coverage across the school. Each subject assessment record identifies pupils who are at the Working Towards or Higher Standard. All other pupils would be at the Expected Standard for their year group.

How do we assess at St Anne's C.E. Primary School?

Children are assessed against the National Curriculum programme of study and expectations for their year group. At St Anne's C.E. Primary School, the children's assessment bands are based on how well they are performing in all the of year group objectives that they have been taught at that point within the year. There are 4 bands per year group (Reading, Science & Maths) and these are assessed using a numerical system.

SCORES FOR EACH OBJECTIVE: -

Blank	Not Taught
0	No or little understanding of the objective.
1	Child show initial evidence but requires support much of the time.
2	Child shows evidence of the objective. This sometimes requires support but can work independently, sometimes with errors.
3	Child shows independent evidence of the objective for the majority of the time and usually accurately.
4	Child confidently uses and applies the objective in a broad context of problem solving.

For each child, the following is calculated FOR MATHS/ READING / WRITING OVERALL:

No. of objectives where pupil is working below expectations	1
No. of objectives where pupil is working towards expectations	2
No. of objectives where pupil is meeting expectations	3
No. of objectives where pupil is exceeding expectations	4
OVERALL AVERAGE ATTAINMENT OF PUPIL	

The average is then calculated as a judgment for the child's attainment as follows:

TRACKING	AVERAGE SCORE
WORKING BELOW YEAR EXPECTATIONS (WB)	1.8 AND BELOW
WORKING TOWARDS YEAR EXPECTATIONS (EMG)	1.9-2.5
MEETING YEAR EXPECTATIONS (EXP)	2.6-3.2
EXCEEDING YEAR EXPECTATIONS (EXC)	3.2 +

This formative assessment and summative assessment judgements are then merged to provide a best-fit judgement on the child's attainment.

Progress

St Anne's C.E. Primary operates a 'flat assessment structure'. This means that the minimum expectation is to ensure that pupils maintain their assessment band throughout the year, meaning a progress measure of zero. Where possible, where pupils are not on track, in regards to age related expectations, pupil are supported to achieve accelerated progress (above zero) to ensure that the vast majority of pupils are 'at the Expected Standard

(EXS) and those who are higher attainers are working at the Higher Standard (HS) However, their Standardised Score could still improve but be in the same attainment band. In Reading & Maths Standardised scores and teacher assessment judgments are used to ascertain progress through each different assessment point. In Writing progress is based on purely on teacher assessment.

Pupil Progress Meetings

At the end of each assessment period (November, March and June) teachers report on children's attainment bands, and their progress (using Standardised scores), using the range of assessment evidence they have gathered and that has been inputted onto the school's tracking system. Data analysis takes place and this is shared at pupil progress meetings where pupil progress and attainment for pupils and key groups is reviewed; interventions for identified pupils are reviewed and organised for the next assessment period.

Inclusion and SEND

St Anne's C of E (VC) Primary School is an inclusive school and works hard to meet the needs of all children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. The school aims to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the SENDCo/Inclusion Manager, parents and external agencies (where appropriate) to plan tailored support.

Formative assessment is at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning; talk, feedback etc. are all suitable for children, depending on their specific needs.

Assessment in the Early Years Foundation Stage

As each child enters the Foundation Stage we use our professional judgment to assess whether are children are 'on track' or have some delay in their development using The Development Matters framework, expectations at 3 - 4 years old. Within 6 weeks of the child starting in Reception all children are assessed using the statutory Baseline for Reception and we undertake our own Baseline to give us a wider view of the children.

Formative Assessment

As the year progresses children are monitored on their progress in all areas of development. Examples of children's learning, showing their individual level and if they are on track to meet the ARE, are built up throughout the year and evidenced in individual Learning Journeys and in an assessment file kept by Early Years teachers.

Provision is made for these observations and assessments through experience, play and focused activities. Progress is recorded by observing and assessing children and using the Learning Book and the school's termly expectations pro forma (informed by Development Matters)

Assessment Cycle

Baseline - Within 6 weeks of the child joining the setting.

Termly - progress against the Developmental Bands for each area of learning EYFS 'Aspects'.

Summative Data

At the end of Foundation Stage the children will be assessed against the EYFS Profile Early Learning Goals stating whether they are 'met' or 'not met.' In addition, there will be a written commentary for each child about how they learn in relation to the characteristics of effective learning.

Continuing Professional Development

All teachers and teaching assistants have regular CPD opportunities to develop a robust understanding of assessment practices across the school.

Weekly teaching and learning sessions provide support in making accurate assessments of learning objectives and recording formative assessments and subsequently using this to inform future planning.

Reporting to Parents

A range of strategies keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

Each term, parents are provided with an update on their child's learning and progress.

At the end of the summer term, all parents receive a written report of their child's progress and achievements during the year and also identify target areas for the next school year. The children also write their own evaluation of their performance during the year. Parental feedback is sought. A child's performance will be reported to parents using the language of "working towards the expected standard" (for the child's year group) "working at the expected standard" or "working at greater depth within the expected standard". This is consistent with language used in the DfE Interim Assessment Framework.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing board will:

- monitor whole school data monitor assessment practices in school

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- moderate teacher assessments and tests
- set realistic whole school targets
- analyse data for school improvement and reporting
- lead and monitor whole school assessment practices
- provide training for teachers to ensure a good understanding of assessment and assessment practice

Role of the Nominated/link Governor

The Nominated/link Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel School personnel will:

Teachers:

- regularly use ongoing formative assessment and skills analysis
- make summative judgements at defined points in time
- provide feedback to pupils and set realistic targets for individual pupils
- provide assessment information to the senior leadership team, parents and pupils

Teaching assistants:

- provide feedback to teachers on pupil progress and attainment

Role of Parents/Carers

Parents/carers will:

- attend meetings with teachers to discuss their children's attainment and progress
- support children with their home learning