

ST PAUL'S C of E (VA) PRIMARY SCHOOL

St Paul's C of E Primary School

Life in all its fullness

Assessment Policy

March 2026

'Life in all its fullness' John 10:10

- *We nurture a passion for wisdom so everyone can realise their full potential*
 - *We respect and love everyone as individuals**We celebrate and serve our diverse community*

Assessment Policy

This Policy outlines the purpose, aims, nature and management of assessment at St Paul's CE Primary School. This policy sets out to provide clear guidance on our approach to formative and summative assessment.

Aims

The primary purpose of assessment is to understand where children are currently in their learning and use this knowledge to help move them forward. Assessment within the school should be a tool to improve children's educational attainment and to inform and improve teaching. Assessment may be summative, formative or diagnostic. It will be an ongoing process with dialogue between children, and teachers. We set out to establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers. Children should be aware of the next steps they need to take in their learning. Assessment is also undertaken as part of the school's accountability to inform parents, governors, the next teacher and other interested agencies of individual children as well as whole school progress.

Key Principles of Assessment

Improving learning through assessment depends on five key factors:

- The provision of effective feedback to children
- The active involvement of children in their learning
- Adjusting teaching to take account of assessment results
- A recognition of the profound influence assessment has on the motivation and self-esteem of children
- The need for children to be able to assess themselves and understand how to improve

In practice, this translates to:

- Sharing learning objectives
- Defining success criteria
- Appropriate questioning
- Self and peer evaluation
- Effective feedback
- Raising children's self-esteem
- Mini quizzes
- In-school and nationally standardised summative assessments

Coordination of Assessment

- The Senior Leadership Team ensure progress is monitored closely throughout the school.
- Reports are regularly presented to Governors to highlight attainment and progress.
- Teachers will be responsible for the systematic and continuous assessment of each child that they teach in all areas that they teach.
- The Senior Leadership Team will be responsible for ensuring assessment is carried out and used effectively.
- The Senior Leadership Team will set out the assessment schedule at the beginning of the academic year.

How do we assess children at St. Paul's?

At St Paul's 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 formative assessment, in-school summative assessment and nationally standardised summative assessment.

We believe that assessment should draw upon a whole range of evidence to ensure that we gain a holistic 'picture' of the child. We value the importance of children acquiring skills and understanding that they can then apply to all areas of life and our assessment strategies reflect this. However, we also realise that there is a place for 'tests' which tend to assess knowledge more than skills and understanding.

Summative Assessment

This is 'snapshot' testing which establishes what a child CAN do at a given time.

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
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **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

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 to pupils nationally

Strategy	Purpose
Statutory Assessments: ➤ Early Years Foundation Stage (EYFS) profile at the end of reception ➤ Phonics screening check in year 1 ➤ Multiplication check in Year 4 ➤ National Curriculum tests and teacher assessments at the end of KS2 (year 6)	To provide a summative on entry and end of key stage attainment result. It is a national yardstick against which to compare children's performance.
National Non-Statutory Tests: Commercially Produced Tests (e.g. NFER/ White Rose): Externally produced tests, purchased by schools, to be voluntarily administered.	To provide an opportunity for schools to keep track of children's progress and teacher's expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use NFER tests in Reading and White Rose tests in Mathematics at the end of Y1, 2, 3, 4 and 5.
Statutory Baseline Assessments: Children in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. Teacher assessments are made on entry to Reception as well as at the end. Teachers use the Statutory baseline produced by NFER.	To establish children's abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual children.
Mid-Year Teacher Assessments: Teacher assessments using the Key Performance Indicator/ Teacher Assessment Framework statements. Each term these are measured and each child's attainment at that point in time in Reading, Writing and Maths is recorded using Sonar Tracker.	Sonar tracker is used to record each child's attainment each term. This is used to help identify gaps in learning and next steps. This is followed up with pupil progress meetings.

At the end of each term, NFER optional tests are also used in the Autumn, Spring and Summer terms in Reading to inform teacher assessments. Previous SATs tests can be used for Y2 and Y6. At the end of each term, White Rose assessments are also used in the Autumn, Spring and Summer terms in Maths to inform teacher assessments. Previous SATs tests can be used for Y2 and Y6.	
End-of-Year Teacher Assessments: Teacher assessments are made for children in all year groups at the end of Y1 - 6. Year group expectations and NFER optional tests are used to inform teacher assessments in Reading and White Rose assessments in Mathematics.	To provide information to parents and to the next year's teaching team.
Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve children's skills and establish what they have remembered or learnt so far and what they need to learn next.
End-of-Key-Stage Teacher Assessment: In 6 teachers, decide on each child's attainment in the core subjects (English, Maths and Science), using end of Key Stage expectations to make their judgements.	To provide information to parents and next phases of education.

Formative Assessment/Assessment for Learning

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well children fulfil learning objectives, it is about providing feedback and involving children in improving their learning.

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 future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on children who need more help or more challenge.
Sharing learning objectives with children and defining success criteria: Children know and understand the learning objective for every task and know what the success criteria are.	Ensures that children are focused on the purpose of each task, encourages child involvement and comment on their own learning; keeps teachers clear about learning intentions.
Appropriate questioning: Questions promote learning and stimulate thinking. Teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning.	Good questions: stimulate thinking, and often generate more questions to clarify understanding; generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected; encourage learners to make links; push learners to the limit of their understanding; good questions from pupils push teachers to the limits of their understanding too, and challenge them to find better ways of explaining; offer opportunities for learners to hear others' answers to questions, it helps them to reflect on their own understanding.
Children self-evaluation and peer evaluation: Children are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each child to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – from the children's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written (see Marking and Feedback policy).	Tracks progress diagnostically, informs the children of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures children's motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
Celebrating Achievement/raising self-esteem: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling children to achieve academic success more readily.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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.

Reporting to Parents/Carers

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record
- End of Key Stage assessments where appropriate

Parents have the opportunity to meet with the class teacher twice a year by booking a parent's consultation.

Children on our SEND and/or Pupil Premium register have a personalised learning plan which is shared with parents termly.

We operate an open door policy, parents are welcome to request a meeting with the class teacher at a mutually convenient time to discuss their child's progress and attainment.