



Nurturing **Ambition
Through a Living Faith**

Assessment Policy

Darwen St James' C of E Primary Academy

1. Mission, Vision, and Values

Mission Statement

Nurturing ambition through a living faith.

Vision Statement

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Scriptural Foundation

"Let us not love with words or speech alone but with actions and truth."

— 1 John 3:18

2. Statutory Legislation and Framework Update

This policy aligns with current DfE statutory frameworks, assessment regulations, and guidance:

- **Removal of Mandatory KS1 SATs:** In line with DfE statutory changes (effective from the 2023/24 academic year onwards), Key Stage 1 National Curriculum tests (SATs) are **optional**. Assessment at the end of KS1 relies on robust, moderation-backed Teacher Assessment.
- **Statutory Reception Baseline Assessment (RBA):** Completed within the first six weeks of entry into Reception to establish a national progress baseline through to Year 6.
- **Early Years Foundation Stage (EYFS) Profile:** Completed at the end of Reception against the 17 Early Learning Goals (ELGs) across 7 areas of learning.
- **Statutory Phonics Screening Check:** Completed in Year 1 (and re-takes in Year 2).
- **Statutory Multiplication Tables Check (MTC):** Completed in Year 4.
- **Statutory Key Stage 2 SATs:** End of Key Stage 2 National Curriculum tests and teacher assessments (Year 6).
- **Pre-Key Stage Standards & Engagement Model:** Used for pupils working below the standard of national curriculum assessments or statutory testing.

3. Principles of Assessment

At Darwen St James', assessment is an integral part of high-quality teaching and learning. Our principles ensure assessment:

- **Drives Pupil Progress:** Enables every child to build knowledge, skills, and understanding relative to their starting points.
- **Underpins Growth Mindset & Active Learning:** Focuses on constructive feedback that identifies 'next steps', promotes resilience, and encourages risk-taking in learning.
- **Provides Reliable Judgements:** Benchmarks achievement against clear learning outcomes and national standards.

- **Is Inclusive & Fair:** Diagnostic tools identify Special Educational Needs and Disabilities (SEND) early to secure timely intervention.
- **Informs Planning & Leadership:** Supports teachers in adapting adaptive learning plans and provides leaders with rigorous cohort data.

4. Assessment Approaches

We utilize three distinct, complementary forms of assessment:

4.1 In-School Formative Assessment (Day-to-Day)

Formative assessment is embedded into everyday Active Learning:

- **Sharing Objectives & Success Criteria:** Clear learning targets are communicated so pupils understand task expectations.
- **Adaptive Teaching & Feedback:** Live marking, oral feedback, and immediate checks for understanding during lessons allow teachers to adapt instruction in real time.
- **Self & Peer Evaluation:** Pupils use Growth Mindset frameworks to evaluate their work, recognize achievement, and identify areas for improvement.
- **Questioning & Active Engagement:** Open questioning and practical checks gauge recall and deep understanding.

4.2 In-School Summative Assessment (Termly Snapshots)

In-school summative assessments evaluate learning at structured points in the academic year:

- **Core Subject Progress Tests:** Standardised termly assessment tools (NFER) are used alongside ongoing teacher evidence to track progress.
- **Foundation Subjects:** Attainment in discrete foundation subjects is assessed at the end of units against key knowledge and skill milestones.
- **Data Tracking:** Data is updated termly on **Sonar** to monitor progress, identify gaps, and evaluate teaching impact.
- **Pupil Progress Meetings:** Held termly between teachers and senior leadership to identify underachieving cohorts or individuals and allocate targeted boosters/interventions.

4.3 Nationally Standardised Summative Assessment

Phase / Year	Statutory Assessment	Timing	Purpose
Reception	Reception Baseline Assessment (RBA)	First 6 weeks of entry	Establishes baseline for national Y6 progress measures.

Reception	EYFS Profile (EYFSP)	Summer Term	Assesses progress against 17 Early Learning Goals.
Year 1	Phonics Screening Check	June	Evaluates phonic decoding ability (re-takes in Y2).
Year 4	Multiplication Tables Check (MTC)	June	Evaluates fluent recall of multiplication tables up to 12 times 12.
Year 6	End of KS2 SATs & Teacher Assessment	May	Standardized national tests in Reading, Maths, and GPS; Teacher Assessment in Writing and Science.

5. Early Years Foundation Stage (EYFS) Assessment

- **Baseline:** Pupils entering Nursery and Reception are assessed using initial baseline checks (including the statutory RBA in Reception).
- **Ongoing Observation:** Teachers and practitioners gather qualitative evidence across the 3 Prime and 4 Specific areas of learning.
- **Whole-Class Progress Sheets:** Internal tracking sheets monitor developmental milestones termly.
- **Targeted Intervention:** Termly EYFS progress meetings ensure rapid support for any child falling behind expected developmental milestones.

6. Inclusion and SEND Assessment

- **Early Identification:** Assessment tools are used diagnostically to identify learning barriers, sensory needs, or SEND early.
- **Holistic & Adaptive Metrics:** Progress for pupils with SEND is measured through meaningful, multi-dimensional metrics, including communication, physical development, independence, and social-emotional growth alongside academic milestones.
- **Small-Step Tracking:** For pupils working significantly below national expectations, progress is assessed relative to individual starting points using pre-Key Stage standards, the Engagement Model, or individualized small-step tracking tools.

7. Reporting to Parents and Carers

We ensure parents are fully informed regarding their child's academic achievement, wellbeing, and growth:

- **Parents' Evenings:** Two formal consultation evenings (Autumn and Spring terms) and one informal drop-in session in the Summer term.
- **Written Reports:** Two written reports annually (a Spring progress update and a comprehensive end-of-year report detailing progress across core and foundation subjects).
- **Statutory Results:** End-of-year reports include official results for the EYFS Profile (Reception), Phonics Screening Check (Year 1/2), Multiplication Tables Check (Year 4), and KS2 SATs / Teacher Assessments (Year 6).

8. Roles and Responsibilities

Governing Body

- Understand statutory assessment requirements and non-statutory internal tracking mechanisms.
- Hold school leaders to account by scrutinizing anonymized attainment and progress data.

Headteacher & Assessment Lead

- Ensure full compliance with statutory assessment guidelines and this policy.
- Monitor data tracking (Target Tracker) and ensure moderation of teacher judgements.
- Report termly assessment trends, progress, and intervention outcomes to Governors.

Teachers & Teaching Assistants

- Implement consistent formative and summative assessment procedures.
- Keep Target Tracker updated half-termly and participate actively in Pupil Progress Meetings.
- Use assessment data to plan adaptive, high-impact Active Learning lessons.

9. Policy Monitoring and Linked Documentation

Monitoring

This policy is reviewed annually by the Assessment Lead and Headteacher, and approved by the Local Governing Body. Practical monitoring includes lesson observations, book scrutinies, learning walks, pupil interviews, internal/external moderation, and data reviews.

Linked Policies

- Curriculum Policy
- Early Years Foundation Stage Policy
- Marking & Feedback Policy
- Special Educational Needs & Disability (SEND) Policy
- Active Learning & Uniform Guidance