Our Vision
Empowered by God's love, we uphold a culture where everyone is encouraged and supported to reach their full potential.
Our Mission
Rooted in God's love, inspiring all to aim high.

**ASSESSMENT POLICY FOR
GREAT MARSDEN ST. JOHN'S PRIMARY — A Church of England Academy**

Policy Aims;

The core aims of this assessment policy are to ensure that assessment is a meaningful, continuous process that serves both instructional (formative) and accountability (summative) purposes.

1. To Inform and Improve Teaching and Learning (Formative)

This is the most critical aim, as day-to-day assessment should drive educational decisions in the classroom. We aim to:

➔ *Diagnose Strengths and Gaps*: Accurately identify what pupils know, understand, and can do, and pinpoint any misconceptions or gaps in their knowledge.

➔ *Guide Next Steps*: Ensure teachers use diagnostic information to adapt their planning and teaching to meet the diverse needs of individual pupils, groups, and cohorts.

➔ *Provide Effective Feedback*: Establish a consistent system for providing clear, constructive, and timely feedback that enables pupils to understand their next steps in learning and make better-than-expected progress.

➔ *Promote Self-Reflection*: Encourage pupils to engage in self- and peer-assessment to become reflective and self-managing learners.

2. To Measure and Track Pupil Progress (Summative)

This aim focuses on evaluating learning over time and ensuring continuity in the curriculum. We aim to:

➔ *Track Attainment and Progress:* Systematically monitor the attainment and progress of all pupils against the expected standards of the National Curriculum (or Early Years Foundation Stage Profile).

➔ *Identify Vulnerable Learners*: Quickly identify pupils who are falling behind (or those who are excelling) to ensure they receive appropriate support, intervention, or challenge (especially for pupils with SEND, those eligible for Pupil Premium, or EAL learners).

➔ *Ensure Curriculum Coverage*: Provide evidence that the National Curriculum is being taught effectively and that pupils are retaining core knowledge and skills over time.

3. To Report and Communicate (Partnership)

The policy ensures clear communication with all stakeholders regarding a child's educational journey. We aim to:

➔ *Inform Parents*: Provide reliable, clear, and transferable information to parents/carers about their child's attainment, progress, and learning behaviors.

➔ *Ensure Smooth Transition*: Provide a clear, detailed picture of a child's learning stage for their next teacher (e.g., from Reception to Year 1, or Year 6 to secondary school) to ensure continuity and progression.

4. To Ensure Accountability and School Improvement

This aim addresses statutory requirements and the overall effectiveness of the school. We aim to:

➔ *Fulfill Statutory Requirements:* Ensure compliance with statutory assessments (such as the Reception Baseline Assessment, Phonics Check, Multiplication Tables Check, and End of Key Stage 2 assessments) to provide data for national comparison and progress measures.

➔ *Drive School Improvement:* Provide the Senior Leadership Team and Governors with the data necessary to evaluate the effectiveness of teaching, monitor school standards against national benchmarks, and inform the overall School Development Plan.

➔ *Maintain Integrity:* Ensure that all assessment practices are consistent, inclusive, fair, reliable, and free from bias.

Range of Assessment at Great Marsden St. John's

Our assessment policy is founded on two core principles: Formative and Summative assessment.
Key components of our AfL approach include:

- *Shared Learning Objectives (LOs)*: LOs are carefully worded to be clear and understandable to all pupils, ensuring they are appropriately challenging and relevant.
- *Clear Success Criteria (SC)*: SC are crafted with an awareness of pupils' current attainment and their required next steps. They may take the form of Steps to Success, a WAGOLL (What A Good One Looks Like), or a checklist.
- *Pupil Agency*: We regularly provide opportunities for pupils to generate their own Success Criteria, especially towards the end of a unit. This is crucial for encouraging pupil ownership, responsibility, and progression in their learning.

- *Effective Questioning and Discussion.*
- *Marking and Feedback*: This is the primary vehicle for AfL and is detailed in our separate Marking and Feedback Policy. This policy guides teachers to focus written feedback on the learning objective and facilitates pupil self-assessment.
- *Pupil Self-Assessment:* This must always reflect the LO or SC and be age-appropriate (see Marking and Feedback Policy).

Assessment of Learning (AoL), or summative assessment, involves judging a pupil's performance against national standards and age-related expectations. We use a range of tools and standardised assessments for this purpose, as detailed in the table at the end of this policy.

Inclusive Assessment for Pupils with Specific Needs
We recognise that pupils with specific barriers to learning require a personalised approach to accurately measure their progress and attainment. For children with individual learning needs (SEND), progress is measured in smaller, individual steps alongside personalised Specific, Measurable, Achievable, Realistic, and Timely (SMART) targets.

Our alternative and adaptive assessment systems include:

- *Assess, Plan, Do, Review Cycle*: This statutory process forms the basis of our graduated approach to SEND support.
- *Personalised Progression*: We use Personalised Start and End Points linked to individual areas of need, often utilising specialised systems such as:
    PIVATS (Performance Indicators for Value Added Target Setting) or similar small-step progression models, completed on a termly basis for specifically identified children.
    KLIPS/LAPS (Key Learning Indicators of Progress/Learning Adventures Paths) or other curriculum-linked assessments that are adapted to individual expectations.
    Adapted Assessments: We implement modified and adapted assessments to ensure a fair evaluation of what a pupil with a disability knows and can do.

Assessing Pupils with English as an Additional Language (EAL)

Good practice for assessing children with English as an Additional Language (EAL) in a is a multifaceted approach that focuses on measuring English proficiency (language development) separately from curriculum attainment (subject knowledge).

The overall goal is to gain an accurate, holistic profile of the child to ensure their lack of English proficiency is not confused with a learning difficulty (SEND).

Where is summative assessment captured?

In all classes our assessment tool is Juniper Sonar. This is used in conjunction with Lancashire KLIPS and LAPS. In EYFS, Sonar is used in conjunction with the Foundation Stage Profiles to capture progress and identify next steps.

Professional Judgement

The effectiveness and integrity of assessment depend on the skilled application of professional judgement. Guidance, frameworks, and data sets serve as valuable tools, but they do not replace the expertise of the teacher.

Prioritizing Expert Professional Judgement
- Holistic Decision-Making: All assessment decisions, whether formative or summative, are an exercise in professional judgement. Teachers continually apply their knowledge of pedagogy, subject content, and the individual child's context to determine what they truly know and can do. This ensures assessment is holistic, qualitative, and reliable, moving beyond a simple checklist approach.

- Contextual Application: Teachers must use their judgement to interpret data and apply it to a child's specific circumstances—including factors like well-being, EAL proficiency, or disability—ensuring the outcomes accurately reflect their actual attainment and potential. This is essential for providing appropriate intervention and challenge.

- Informing Dialogue: Professional judgement forms the foundation of all meaningful discussions about pupil progress, whether with parents, governors, or the Senior Leadership Team. It allows us to provide a nuanced, informed narrative that raw data alone cannot capture.

Workload and Assessment Ethos
As a school and a leadership team, we firmly reject the concept of "death by assessment," where excessive data collection compromises effective teaching and teacher well-being.

Maintaining Balance and Focus

Assessment as a Tool, Not a Burden: Our policy ensures that all assessment activities must have a clear, instructional purpose. Assessment is valued only when it directly informs the next cycle of teaching and improves pupil outcomes; any activity that does not meet this threshold is deemed unnecessary.

Work-Life Balance: We actively promote the work-life balance of our staff. Teachers are empowered to use their professional judgement to manage their workload, ensuring that the volume of marking, data input, and testing remains proportionate and does not detract from high-quality planning and lesson delivery.

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Efficiency and Trust: The leadership team is committed to reviewing and streamlining assessment processes regularly to eliminate redundancy. This demonstrates trust in our teachers' expertise, recognizing that less, highly effective assessment yields more valuable and actionable data than frequent, low-impact tasks.

Annual Timetable of Year Group Assessments:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	NFER baseline EYFS Sonar Phonics Red Rose Assessment for Phonics	Phonics Red Rose Assessment for Phonics Assessment Week Maths - Red Rose Maths English - Teacher Assessment	Assessment Week Maths - NFER English - NFER Phonics Red Rose Assessment for Phonics	Assessment Week Reading - NFER SPAG - NFER Maths - NFER Phonic Screening for those who did not pass.	Assessment Week Reading - NFER SPAG - NFER Maths - NFER Y4 - Times Tables Test - TTRockstars	Assessment Week Reading - NFER SPAG - NFER Maths - NFER	Y6 - Mock SATS
Spring	PIRA Reading Phonics Red Rose Assessment for Phonics EYFS Sonar	Maths - NFER English - NFER Phonics Red Rose Assessment for Phonics Mock Phonics Screening	Maths - NFER English - NFER Phonics Red Rose Assessment for Phonics Phonic Screening for those that didn't pass	Assessment Week Reading - NFER SPAG - NFER Maths - NFER Phonic Screening for those who did not pass. Mock MTC	Assessment Week Reading - NFER SPAG - NFER Maths - NFER Y4 - Times Tables Test - TTRockstars	Assessment Week Reading - NFER SPAG - NFER Maths - NFER	Assessment Week Mock SATS
Summer	PIRA Reading Phonics Screening First Section Phonics Red Rose	Maths - PUMA English - PIRA - Phonic Screening	Year 2 SATS Phonic Screening	Assessment Reading - NFER SPAG - NFER Maths -	Assessment Week Reading - NFER SPAG - NFER	Assessment Week Reading - NFER SPAG - NFER	Year 6 SATS

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	Assessment for Phonics PUMA - Maths assessments	Phonics Red Rose Assessment for Phonics		NFER Phonic Screening for those who did not pass. Mock MTC	Maths - NFER MTC	Maths - NFER	

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