



ASSESSMENT POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to assessment to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

Policy Aims:

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.

Principles of effective assessment in our school:

- Compliance with statutory requirements
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
 - Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
 - Is accessible to teachers / pupils / governors and parents in an appropriate format or formats

SINGLE EQUALITY

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

TYPES OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against Insight.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives and success criteria*
- *Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Teacher assessment of pupils' written work*
- *Pupils' performance in formal assessments – NFER tests and Optional Year 2 SATs and year 6 also use SATs papers from previous years. Note that RWI, MTC, and Phonics screening are conducted in addition to NFER tests.*

DIAGNOSTIC

- Identifies particular strengths and weaknesses using NFER analysis.
- Provides information to structure intervention / additional support.
 - Informs IEP's / EHC Plans
 - Informs teachers' planning.

SUMMATIVE

Formal summative assessments occur three times a year. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Assessments for reading, writing and maths are recorded using Insight and are recorded formally three times a year. Assessments within foundation subjects are recorded at the end of the topic taught, this is either half termly or termly. Currently foundation subjects are not recorded using Insight but using our own internal tracking system. Subject Leads receive this information either half termly or termly and are able to identify the children who have achieved, not achieved and over achieved the objectives set against the topics taught. From this information Subject Leads are then able to internally investigate any concerns within the subject areas.

EVALUATIVE

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

Using the outcomes of assessment

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in pupil progress meetings a minimum of 3 times per year.
- Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan.
- SLT carries out data analysis to ensure that the school is on track to meet at least national expectations on a basis following the pupil progress meetings.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal review in October, January, April and July).

JUDGEMENTS

Using the Insight programme in alignment with the Trust Schools, it is important that judgements are consistent across the school. Judgements are based on the following bandings:

- **Just At:** Indicates that pupils are Just At the age-related expectation at the point in time the assessment relates to. If they continue to achieve at the expected rate, they should achieve the Expected Standard at Key Stage 1 or 100 in the Key Stage 2 scaled score. These pupils are on track but are vulnerable to upsets.

- **Securely At:** These are pupils who are securely at the age-related expectation at this point in time. An assessment here means the pupil is securely on track. If they continue to progress at the same rate, they are very likely to achieve the expected standard at the end of the key stage.
- **Above:** Indicates pupils who are above the age-related expectation. These pupils are on track to achieve the higher standard at the end of the key stage, provided their rate of progress is maintained.
- **Below:** These are pupils working below the age-expected standard. They are not on track to achieve the expected standard but may have the potential to attain more highly. They may benefit from extra support through intervention strategies.
- **Significantly Above:** Pupils for whom the higher key stage standard or 116 scaled score is their expected outcome.
- **Significantly Below:** Pupils working below the band for their year group and accessing curriculum content appropriate for them. They will usually have an IEP and may be working on PIVATS or Sandwell Maths.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

NFER Standardised Scores

- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher a minimum of three times per year.
- The pupil tracker – ‘insight’ – updated informally and formally during the scheduled months of October, January, April, May, and July.
- Monitoring pupils’ work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA / Trust sessions to ensure our judgements are in line with other schools in the LA or The Trust.

RECORDING

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to parents, colleagues, governors and other

appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile
- NFER Assessment Tool - analysis on Reading , Writing and GAPS

REPORTING

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents twice a year; the main report at Easter with a Summary Report at the end of the year.
- Verbal reports are given to parents during the Autumn Term Class Meeting and during the year as and when required.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment

Feedback from parents will be considered; and relevant action taken.

- Written reports will be completed by the class teacher and endorsed by the Head Teacher. An opportunity for parental discussion will be arranged. Reports will include achievement (working alongside side ARE) and effort gradings in all subject areas, with more narrative provided in the core areas and RE.
- The results of statutory assessment at EYFS, Phonics, MTC, KS1 and KS2 SATs are reported to parents.
- Opportunities for parental discussion will be provided.

Reporting to governors: Governors are updated on assessment data, predictions, and pupil progress at the end of each period: October, January, April and July.

- HT's reports to governors in October, January, April and July
- Anonymised data for cohorts, groups (e.g. children in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, DHT, School Advisor etc.
- Access to IDSR and Primary School Profile pages

Reporting to the LA/DFE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently, the following outcomes are submitted via the National Curriculum Assessments:

- EYFS outcomes
- Y1 Phonic outcomes
 - MTC outcomes
- End of KS1/2 outcomes

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At St Luke and St Philip's School this involves:

- During the Summer Term all children have the opportunity to spend 3 mornings with their new class teacher.
- Lengthy discussion with the previous teacher discussing the whole child - academic and otherwise.
- Both the Pupil Wellbeing, SEND Manager and Behaviour Lead discuss children of concern with the new class teacher.

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy

Policy reviewed: September 2026

Policy reviewed by : Colin Walton

Agreed by Governors: _____

Next review date: September 2028

Abbreviations

EHC Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

IDSR Inspection Data Summary Report

ANNUAL ASSESSMENT CYCLE

Month	Key Assessment Activities	Responsibility
September	EYFS Baseline Assessments; Motor Skills and Speech & Language Assessments	EYFS Staff
October	Staff Appraisal (Target Setting); Pupil Progress Meetings and Predictions; RWI Assessments; Pre-phonics Screening; Pre-MTC	Class Teachers / SLT / Trust/Governors

Month	Key Assessment Activities	Responsibility
November	IEP Target Reviews; Science and Foundation Subject Assessments	Class Teachers
December	Whole School Assessments; Insight Tracker and Statement Updates; English and Maths Moderation	Class Teachers / Subject Leads/Governors/ Trust
January	Pupil Progress Reviews and 'Closing the Gap' Strategies	Class Teachers / Head Teacher/SEND Manager
February	IEP Target Reviews; Informal Half-Termly Tracker Review; Governing Committee Update	Class Teachers / SEND Manager/Governors
March	IEP Updates and Parental Consultation; Pupil Progress Reviews	Class Teachers / SEND Manager
April	End of Term Tracker Updates; Pupil Progress Reviews	Class Teachers / SLT / Governors / Trust
May	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths, SPAG); Governing Committee Data Review	Year 2 & 6 Staff / Head Teacher/ Governors
June	Phonics Screening Check; EYFS Profile Completion; MTC Outcomes	EYFS & Year 1 Staff / SLT
July	Final Pupil Progress Reviews; End of Year Tracker Review; Governing Body Reporting; IEP Final Updates	Whole School Staff / SLT / Trust / Governors / SEND Manager

EHC, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

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LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

ASP Assessment School Performance