

Powick Church of England Primary School



Assessment Policy

Reviewed: Spring 2026

Review Date: Spring 2028

Powick CE Primary School

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



ASSESSMENT POLICY

Introduction

This Policy outlines the purpose, nature and management of assessment at Powick CE Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Powick and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy, alongside our Assessment Handbook, is to provide a clear map of the different assessments used at Powick CE Primary School and to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Powick CE Primary to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work, are used and live marking and feedback is used by teachers to inform their teaching and ensure that children know their next steps and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Specific learning objectives (LO) success criteria and assessment opportunities are identified in planning and sequences of learning. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a daily basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils have gaps and misconceptions, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

The methods of formative assessment we use include the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Teachers work closely with the children during lessons and 'live mark' in order to make accurate and frequent formative assessments of their work and understanding.

Formative assessment enables teachers to adapt sequences of learning to focus on particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They are supported to make small steps of progress and only move on in their learning when they have consolidated learning.

In School Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations as a teacher assessment grade (TAG) and enables them to support their child's learning.

In Writing, this may include teachers using whole class marking grids to identify gaps for individuals and the class as well as individual tracking of skills in termly 'Head start' Spelling, Punctuation and Grammar Tests. In Maths, teachers use White Rose assessment resources and termly NTS tests to provide evidence of achievement against the curriculum objectives. In Reading, teachers use whole class, guided and individual reading sessions to identify the next steps for pupils alongside termly NTS tests.

The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or who have fallen behind are targeted for interventions in class and outside of class, pupil conferencing with a teacher and rapid response work in a teacher focus group through on track and pupil progress meetings.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage Two Assessments

At the end of Year 6, pupils will be given teacher assessment standards in writing and science.

The pupils will also sit tests which will consist of:

English reading Paper 1 – reading booklet and associated answer booklet

English grammar, punctuation and spelling Paper 1 – short answer questions

English grammar, punctuation and spelling Paper 2 - spelling

Mathematics Paper 1 – arithmetic

Mathematics Paper 2 – reasoning

Mathematics Paper 3 – reasoning

Pupils will be assessed against criteria under the following headings:

Reading- working at the expected standard, has not met the standard and working at Greater Depth

Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.

Mathematics - working at the expected standard, has not met the standard and working at Greater Depth

Science- working at the expected standard, has not met the standard and working at Greater Depth

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school. The approach of 'live marking' is supported by our marking policy to support timely, practical feedback which leads to action and supports reducing teacher workload. (See school Marking Policy)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at Powick CE Primary. Staff use success criteria to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our response to marking system and use of pink and green pen ensures that children know what they need to do to improve and what they have done well.

National Curriculum assessments

Children in Years 1, 2, 3, 4, 5 and 6 will be assessed and assessments recorded on ARBOR (The school management system) which plots their progress in learning. This is completed 3 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPMs) which take place with the Senior Leadership Team and the SENDCo after each round of assessments have taken place. End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery in Year 6. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

End of key stage assessments (SATs)

Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the new national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year

group teachers concerned make these judgements, with advice from the core subject leaders and the curriculum lead/head of school. Teacher assessments at KS 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school and within other schools in the DoWMAT.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments.

Internal moderation takes place in staff meetings where teachers regularly compare judgements and agree standards. Powick CE Primary also works with colleagues in our multi academy trust to complete external moderation to ensure that our judgements are accurate and consistent with those of other schools. The school also participates in external moderation through Worcestershire Learning Authority which involves a rigorous moderation system to ensure the accuracy of the judgements made by the school at the end of Key Stage 2.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Years 1 – 6. They are reviewed regularly.

Assessment in the Early Years

Baseline Assessment in Early Years

A baseline assessment is carried out by our Early Years practitioners, using information gathered through observations and interactions with the children, during the first few weeks in school. In partnership with preschool settings and parents/carers prior to entry, information is also gathered through conversations and transition visits.

Formative Assessment in Early Years

On-going formative assessment is at the heart of our effective early years' practice. It involves the observation of our children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending learning.

Summative Assessment in Early Years

Summative assessment informs improvements to our provision and practice, to enhance our children's development and learning. This happens termly and involves making informed professional judgements through gathering and using information on each child.

Gathering information:

- Formative assessment information
- Child's voice
- Parent's voice
- Practitioner's voice and knowledge of child development
- Other colleagues' and professionals' perspectives

Using information:

- Sharing children's progress with parents and others
- Improve children's opportunities through early intervention
- Support transitions to maintain children's developmental momentum
- Strategic overview of progress for leaders to improve the curriculum, practice and provision, and identify needs for support

Information is communicated clearly in a summary form to inform discussions with parents in the autumn and spring terms, and in a short written report at the end of the school year.

During the final term of the year, our early years' practitioners will also use these summative assessments to complete the EYFS Profile for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. These levels of development are assessed against the 17 Early Learning Goals (ELGs) in the 'Statutory framework for the early years foundation stage' (2021) document, and indicates whether a child has met expected levels of development, or if they are not yet reaching expected levels ('emerging').

Information sourced from: 'Statutory framework for the early years foundation stage' (2021); Development Matters (Revised 2021); Birth to 5 Matters Guidance.

Records

Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on ARBOR.

The progress of children receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the SENDCO.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report and parents' evening reports are filed on the server and are available for reference.

Monitoring

The SLT monitor class on-line assessment data (ARBOR) during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny, pupil progress meetings and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the Assessment Policy.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the Assessment Policy at Powick CE Primary ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND Policy. For all children at the "My Support Plan" stage of the Code of Practice or above, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Year 6 and teacher assessment in Years 1, 2, 3, 4 & 5 are reported to parents at the end of the academic year as a Teacher Assessment Grade (TAG). Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. In Year 4 parents will also be informed of the mark their child received in the Multiplication Tables Check. Parents of children in the EYFS class (Reception) receive a report based on the Early Learning Goals. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Summer terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made.

If a member of staff has concerns over a child, they will contact the parents. Parents of children with Individual Education Plans may be given an additional opportunity to meet with staff.

Appendix 1

Recording of assessment:

All SATs, teacher assessments (core subjects) and end of year attainment judgements are recorded on the on-line school database (Arbor) and will be monitored by the SLT and core subject leaders.

Individual records:

Progress towards key skills in foundation subjects will be noted in end of year reports to parents.

Pupil reports are shared at parents' consultation evenings, record progress towards English, Mathematics and Science.

3 x termly teacher assessments in core subjects to be updated on Arbor. Key objectives are monitored and progress and level of success in achieving them is identified.

EYFS2 – 3 x termly teacher assessments in the seven areas of learning are updated on Arbor. In the Autumn Term a Baseline assessment is conducted to ascertain a pupil's starting point in foundation stage.

Class / Group records:

Pupil Progress paperwork include identification of progress made since end of previous academic year in core subjects

PPM minutes to accompany class tracking sheets in core subject assessment folders

Arbor assessments are ongoing for Reading, Mathematics and Science

Assessment outcomes:

The SLT and core subject leaders analyse SATs results and discuss with staff to inform teaching and learning.

The foundation subject leaders analyse achievement in their subject and feedback to staff to inform teaching and learning – this is not data. We will do this through progression books, end of year handovers and subject lead deep dives and staff meeting monitoring.

All assessment outcomes are used to inform future planning and measure progress towards performance management targets

Inform provision mapping

Appendix 2

Assessment Timetable

End of Autumn Term:

Years 1, 2, 3, 4, 5 and 6 Reading judgements made using NTS test outcomes and objectives achieved to be recorded on Arbor.

Years 1, 2, 3, 4, 5 and 6 Mathematics judgements made using NTS test outcomes and objectives achieved to be recorded on Arbor

Years 1, 2, 3, 4, 5 and 6 Writing judgements made on Arbor

EYFS2 – Foundation Stage Profile assessed for all seven areas of learning.

EYFS2 – Foundation Stage Baseline assessment

PPM meetings with SLT - Identify under-achieving children and those making good progress. Plan appropriate course of action to ensure all children are making good progress through timely interventions

Set end of FS2 targets for FS2 children

Set end of year targets for all children

Set end of KS2 targets for Year 4, 5 and 6 children

End of Spring Term:

Years 1, 2, 3, 4, 5 and 6 Reading judgements made using NTS test outcomes and objectives achieved to be recorded on Arbor.

Years 1, 2, 3, 4, 5 and 6 Mathematics judgements made using NTS test outcomes and objectives achieved to be recorded on Arbor

Years 1, 2, 3, 4, 5 and 6 Writing judgements made on Arbor

EYFS2 – Foundation Stage E Profile assessed for all seven areas of learning.

PPM meetings with SLT - Identify under-achieving children and those making good progress. Plan appropriate course of action to ensure all children are making good progress

Summer Term:

Years 6 SATs

Years 1, 2, 3, 4, 5 and 6 Reading judgements made using NTS test outcomes and objectives achieved to be recorded on Arbor.

Years 1, 2, 3, 4, 5 and 6 Mathematics judgements made using NTS test outcomes and objectives achieved to be recorded on Arbor

Years 1, 2, 3, 4, 5 and 6 Writing judgements made on Arbor

EYFS2 – Foundation Stage Profile assessed for all seven areas of learning.

PPM meetings with SLT - Identify under-achieving children and those making good progress. Plan appropriate course of action to ensure all children are making good progress

Share targets with parents in end of year data report and with class teacher for the following year at handover meeting

SLT and maths and English subject leaders analyse attainment and provide feedback

Class assessments are passed on to the next class teacher at PPMs and via Arbor.

Formal test results kept on Arbor.

English and mathematics targets are completed at the end of the year and are passed on via Arbor

Special Educational Needs and Disabilities plans and information are passed on.

In addition, each half term, the SLT and SENDCo meet each class teacher for an 'on-track' meeting to identify under-achieving children and those making good progress. They then plan appropriate courses of action to ensure all children are making good progress.

This policy will be reviewed every two years in order to reflect changing practice in school.