



**Agapé, Courage
Thankfulness**

Assessment Policy - GWPA

Name of Policy/Procedure	Assessment Policy
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Version	1
Applicable to	Great Wilbraham CE Primary Academy
Approved by:	LGB
Approved on:	5 th March 2025
Review Cycle	Annual
Date of next review	March 2026
Website Publication yes/no	Yes

1. Aims

This policy aims to:

Provide clear guidelines on our approach to formative and summative assessment

Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers

Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](#)

Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

[2024 assessment and reporting arrangements \(phonics screening check\)](#)

[2024 key stage 2 assessment and reporting arrangements](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

We endeavour to ensure that all children make better than expected progress from their individual starting points. Formative and summative assessment are essential vehicles for supporting teachers to identify the knowledge and skills learnt and retained by children and to identify gaps and next steps in learning.

4. Assessment approaches

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 in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment



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

Formative assessments techniques include:

1. **Exit Tickets** – At the end of a lesson, pupils write down one thing they learned or a question they still have.
2. **Quizzes** – Short, informal quizzes can help assess pupils' understanding of the topic covered in class.
3. **Peer Reviews** – pupils review and provide feedback on each other's work, which encourages reflection and collaboration.
4. **Observations** – Teachers observe pupils during class activities or discussions to gauge their understanding and participation.
5. **Think-Pair-Share** – pupils think about a question, discuss their thoughts with a partner, and then share with the class. This helps the teacher assess their comprehension.
6. **Self-Assessment** – pupils evaluate their own work or learning progress using a set of criteria, helping them develop a sense of responsibility for their learning.
7. **Questioning** – Teachers ask questions throughout the lesson to gauge understanding, such as "Can you explain that concept in your own words?"
8. **Group Work** – Collaborative tasks that allow teachers to observe pupils working together and applying their knowledge.
9. **Thumbs Up/Down** – A quick check for understanding where pupils show a thumbs-up if they understand, a thumbs-down if they don't, or a sideways thumb if they're unsure.
10. **Interactive Whiteboard Responses** – pupils can use interactive boards or apps to answer questions during the lesson, providing immediate feedback.
11. **Digital Formative Tools** – Tools like Kahoot, Quizlet, or Google Forms allow pupils to answer questions in real-time, providing teachers with instant data on their comprehension.

These assessments allow teachers to adjust instruction as needed and provide timely feedback to pupils.

4.2 In-school summative assessment

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

Summative assessment approaches include:

- 1) Reading: FFT RAPs (Reading Assessment Programme), Accelerated Reader Star Tests, Rising Stars reading and past National Curriculum assessments
- 2) Grammar, Punctuation and Spelling: Rising Stars GPaS and past National Curriculum assessments
- 3) Writing: internal and external moderation
- 4) Maths: White Rose and past National Curriculum assessments
- 5) Science: build-up of Tapestry / Insight observations
- 6) Foundation subjects: build-up of Tapestry / Insight observations
- 7) Review of Individual Support Plans for pupils with SEND

4.3 Nationally standardised summative assessment

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 with pupils nationally

Nationally standardised summative assessments include:

Reception Baseline Assessment

Early Years Foundation Stage (EYFS) profile at the end of reception

Phonics screening check in year 1

National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

7. Reporting to parents/carers

In the Autumn and Spring terms, parents are informed of their child's progress at parent consultation meetings. In the Summer term an annual report is produced by the class teacher.

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
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
 - The nursery or reception years

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any statutory assessments taken, by subject and grade

At the end of KS2:

- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

8. 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.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.

Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

9.2 Headteacher

The headteacher is responsible for:

Ensuring this policy is adhered to.

Monitoring standards in core and foundation subjects.

Analysing pupil progress and attainment, including individual pupils and specific groups.

Prioritising key actions to address underachievement.

Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

9.3 Teachers

Teachers are responsible for:

Following the assessment procedures outlined in this policy, including for effective marking and feedback.

Creating and sharing clear mark schemes for the purposes of moderation.



Being familiar with the standards for the subjects they teach.

Keeping up to date with developments in assessment practice.

10. Monitoring

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the local governing board.

All teaching staff are expected to read and follow this policy. The headteacher responsible for ensuring that the policy is followed.

The headteacher will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson observations
- book scrutinies
- pupil progress meetings

11. Links with other policies

This assessment policy is linked to our:

Curriculum policy

Feedback policy

Early Years Foundation Stage policy and procedures

Appendices

Assessment Schedule

	Formative	Summative
Baseline	Aspirational targets set	Reception Baseline Assessment (Statutory) Baseline Assessment Y2 – 6 (Core subjects) Reading Assessment Programme Baseline YR – 6 School Assessment Data on Insight (Entry) GL Assessments Y2-6 Baseline (Trust) Accelerated Reader Star Test Y3 – 6
Autumn	Insight Update Objectives Pupil progress meetings Parent consultations (Individual Support Plan (ISP) Review Meetings included)	Reading Assessment Programme YR – 1
	Insight Update Objectives	Autumn Assessment Y2 – 6 (Core subjects) Reading Assessment Programme YR – 6 School Assessment Data on Insight (Autumn 2)
Spring	Insight Update Objectives Pupil progress meetings Parent consultations (ISP Review Meetings)	Reading Assessment Programme YR – 1
	Insight Update Objectives External / Internal Writing Moderation	Accelerated Reader Star Test Y3 – 6 Spring Assessment Y1 – 6 (Core subjects) Reading Assessment Programme YR – 6 School Assessment Data on Insight (Spring 2)

<p>Insight Update Objectives</p> <p>Pupil progress meetings</p>		<p>Y6 SATs Assessments (Statutory)</p> <p>Reading Assessment Programme YR – 1</p>
<p>ISP Review Meetings</p> <p>Transition Meetings</p> <p>Parental reports</p>		<p>Accelerated Reader Star Test Y3 – 6</p> <p>EYFS Profile Assessment (Statutory)</p> <p>Y1 Phonics Screening Check (Statutory)</p> <p>Summer Assessment Y1 – 5 (Core subjects)</p> <p>Reading Assessment Programme YR – 6</p> <p>School Assessment Data on Insight (Summer 2)</p> <p>Y4 Multiplication Tables Check (Statutory)</p> <p>GL Assessments Y2-6 End of Year (Trust)</p>



Reading Assessment Programme Schedule (FFT)

Year	Baseline	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	0	1	2	3	4	5	6
1	7	8	9	10	11	12	13
2	14		15		16		17
3	17		18		19		20
4	20		21		22		23
5	23		24		25		26
6	26		27		28		29