



# **Assessment Policy**

## **All Saints CE First School**

**Approved by:** The Full Governing Body

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

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to:

- *Final Report of the Commission on Assessment Without Levels*
- Statutory reporting requirements set out in *The Education (Pupil Information) (England) Regulations 2005: Schedule 1*

## 3. Principles of assessment

We use both **formative** and **summative** assessment to:

- Recognise pupils' learning
- Identify gaps and misconceptions
- Inform future planning
- Highlight pupils working significantly above or below age-related expectations
- Ensure teaching is responsive and adaptive

Assessments should be proportionate, purposeful, and integrated into teaching—never overshadowing high-quality instruction.

Assessment should always be inclusive and adapted for pupils with SEND, including enlarged print, use of scribes, or adapted question formats.

## 4. Assessment approaches

We use *three overarching forms* of assessment:

- **Day-to-day in-school formative assessment**
- **In-school summative assessment**
- **Nationally standardised summative assessment**

### 4.1 In-school formative assessment

Formative assessment is used daily across All Saints CE First School. It enables:

**Teachers to:**

- Identify how pupils are performing and adjust teaching
- Provide appropriate support or challenge
- Evaluate teaching and plan next steps

**Teachers use:**

- Feedback (see Feedback Policy)
- Targeted questioning
- Observations
- Low-stakes quizzes
- Pupil self-assessment and, in KS2, peer assessment

Observation is the primary assessment tool in the Early Years Foundation Stage.

**Pupils to:**

- Understand their learning
- Reflect on progress
- Identify next steps

**Parents to:**

- Gain a clear understanding of their child's strengths and areas to develop
- Receive regular updates at consultations and via reports

**4.2 In-school summative assessment**

Summative assessment enables:

**School leaders to:**

- Monitor cohort performance
- Identify pupils needing intervention or challenge
- Support teachers to secure strong progress

At All Saints CE First School, pupils complete standardised tests (PiRA for reading, SWIST for spelling, PuMA for maths) at set points in the year.

**The assessment table below remains unchanged exactly as requested:**

**Assessment Schedule**

Year group	Reading	Spelling	Maths
Reception	End of Summer Term	N/A	End of Summer Term
Year 1	End of Each Term	End of Each Term	End of Each Term
Year 2	End of Each Term	End of Each Term	End of Each Term
Year 3	End of Each Term	End of Each Term	End of Each Term
Year 4	End of Each Term	End of Each Term	End of Each Term

Additionally:

- Pupils complete statutory assessments (Year 1 phonics screening, Year 4 multiplication tables check), and outcomes are compared to teacher assessment.
- Teachers use end-of-unit assessments, quizzes, and multiple-choice questions to evaluate learning.
- Assessments are recorded using **Sonar Assessment**.
- Pupils use feedback from summative assessments to evaluate progress.

### 4.3 Nationally standardised summative assessment

These assessments enable:

- **School leaders** to monitor performance against national benchmarks
- **Teachers** to understand national expectations
- **Pupils and parents** to see how pupils compare nationally

National assessments include:

- EYFS baseline (start of Reception)
- Year 1 phonics screening check
- Year 4 multiplication tables check

## 5. Pupils with SEND

Assessment for pupils with SEND will:

- Be adapted appropriately
- Include alternative formats (e.g., reduced questions, practical assessments, photographic evidence)
- Use teacher judgment to determine whether summative assessments are appropriate

- Include formative assessment as a primary tool where needed

## **6. Collecting and using data**

- Data is recorded termly on **Sonar Assessment**
- Core subjects are updated throughout the term
- Foundation subject assessment is collected termly
- The Headteacher and subject leaders analyse data termly
- Governors receive updates at Curriculum Committee meetings

## **7. Reporting to parents**

- EYFS: Observations shared regularly (e.g., stay-and-play sessions)
- KS1 & KS2:
  - Termly reports (autumn, spring, summer)
  - Autumn & spring reports focus on English and maths (effort & attainment)
  - Summer report covers all subjects
- Reports include:
  - Strengths
  - Areas for development
  - Attitude and progress
  - Attendance
  - Opportunities to discuss with teachers
- Parent consultations:
  - Autumn & spring
  - Summer informal Open Afternoon

## **8. Inclusion**

The principles of this policy apply to all pupils.

Assessment will:

- Support early identification of SEND
- Measure progress meaningfully across academic and non-academic domains
- Recognise effort alongside outcomes

- Reflect pupils' starting points

## **9. Training**

- Staff receive regular updates on assessment procedures in staff meetings
- Training is reviewed throughout the year

## **10. Roles and responsibilities**

### **10.1 Governors**

Responsible for:

- Understanding statutory and in-school assessment
- Analysing data to hold leaders to account

### **10.2 Headteacher**

Responsible for:

- Ensuring policy adherence
- Monitoring standards
- Analysing pupil progress and attainment
- Prioritising actions to address underachievement
- Reporting to governors

### **10.3 Teachers**

Responsible for:

- Following assessment procedures
- Using assessment to inform teaching

## **11. Monitoring**

The Curriculum Committee reviews this policy regularly.

The Headteacher monitors assessment practices through:

- Moderation
- Lesson observations

- Book scrutinies
- Pupil progress meetings

## **12. Links with other policies**

This policy links to:

- Curriculum Policy
- Early Years Foundation Stage Policy
- SEND Policy
- Feedback Policy