

# Lowerhouses CE Primary School



## Assessment Policy

Working and achieving together to enrich lives and nurture bright futures

APPROVED – September 2025

REVIEW – September 2026

PERSON RESPONSIBLE – HEADTEACHER

## **Introduction**

This Policy outlines the purpose, nature and management of assessment at our school. Assessment forms the basis of teaching and learning and plays an integral part in each teacher's planning, enabling the evaluation of current practice as well as pupil achievement.

## **Aims**

The aim of the policy is to give a clear outline of all assessment techniques used in our school, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to continue to raise standards.

## **Roles and Responsibilities**

The overall responsibility for assessment belongs to the Headteacher and Deputy Headteacher. Class teachers are responsible for assessment of the children in their care; curriculum co-ordinators are responsible for monitoring assessment within their subject area and Key Stage co-ordinators within their Key Stage.

Governors are actively involved in the assessment process. The standards and effectiveness committee meet regularly with the Headteacher and Deputy Headteacher to discuss outcomes for all groups of children in school. They analyse the data and ask questions to challenge data with the aim to improve outcomes for all children.

## **Entitlement**

It is the entitlement of every child at 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. Careful monitoring of every child's progress takes place, including those in receipt of FSM, those with EAL, those at each stage of the SEN Register and LAC children. Children who are the 'most able' are identified and monitored separately by the SENCO in addition to those with Special Educational Needs.

## **Implementation**

Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. More formal methods of assessment are used to 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.
- ☒ 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 intentions and assessment opportunities are identified in our planning. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

## **Marking**

Whilst marking work, teachers are assessing children's achievements and noting areas of success and also areas to improve on. Our Marking Policy ensures a consistent approach to marking throughout the school. Targets should also be marked against and considered when setting new work and marking.

## **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 should be a key part of our approach to teaching. Staff should use success criteria marking, peer marking and peer and self assessment to involve pupils in their learning and to inform them of

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their next steps. Marking should be against the learning objective, should identify successes and areas for improvement and should also refer to individual targets where appropriate. Effective questioning should also be used to inform assessments.

### **FFT Pupil Tracking, foundation subject assessments and End of KS Tests**

For Years 1 – 6, daily / weekly assessment is recorded using the FFT Pupil Tracking program on the iPads or using a desktop, alongside half termly and termly assessment in reading, writing and maths which are used to assess progress and highlight the next steps in teaching. FFT Pupil Tracking informs teachers of a child's successes and areas for development / gaps in learning, therefore informing planning, enabling teachers to adapt the curriculum to meet the needs of the class more effectively. The Early Years Team use the online learning journal 'Tapestry' to observe and track children's levels and progress

Standardised tests are used throughout Years 1 – 6. National Test Style Standardised Assessments as well as GaPS tests (Spelling, grammar and punctuation) are used at the end of each term to assess children's understanding of each term's taught concepts. They are standardised (SATs-style) termly progress tests to measure and predict progress against the national curriculum. This information is collated using the online MARK system which transfers the data to the FFT Pupil Tracking system, showing each individual child's achievement, alongside the class teacher's judgements. This also informs the class teacher of any teaching needs for the next term.

Foundation subjects' outcomes are recorded, tracked and monitored each half term by class teachers and middle leaders. These outcomes are used to inform future planning by the current and subsequent teachers. Middle leaders analyse outcomes to identify patterns in learning and performance and support class teachers appropriately with strategies to reinforce pupils' knowledge.

End of key stage NC assessments are used to monitor children's progress and to identify strengths and weaknesses. The Headteacher, Deputy Headteacher, English and Maths co-ordinators in conjunction with the SLT 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. Pupil progress across the school, from Nursery to Yr 6 is tracked and reported on. Staff are expected to complete a Pupil Progress Proforma to indicate possible reasons for insufficient / accelerated progress of individual children on a termly basis and how this is to be / has been addressed. The SENCO also plays a vital role in working with other senior leaders and teaching staff to identify children who need extra support and implementing this with individual class teachers and trained support staff.

### **Moderation of assessment**

This is carried out in a variety of ways. Classes work with the MAT to hold regular moderation meetings. Termly moderation is carried out with the Phases i.e. Foundation Stage; Key Stage 1; Key Stage 2. Staff who work in the Resourced Provisions also moderate alongside other members of staff in this way. Staff also attend Moderation meetings provided by the LA, where applicable. Teacher assessment for writing in Key Stage Two may be moderated by the local authority.

### **Target Setting**

At the beginning of the academic year targets 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 Years 1 – 6. These take into account areas for improvement identified in formal assessment tests and those identified by class teachers for individual children. Targets for children on the SEN register should reflect ANP targets. They are reviewed regularly and are shared with parents at Parent's Evening. In the Foundation Stage individual targets are updated regularly as part of the Foundation Stage Assessment documents. Targets are also set for pupils for the end of each year, based on Foundation Stage data and then Key Stage 1 data. Progress towards these is measured and necessary steps taken in the form of interventions or small group work to ensure these are met.

### **EYFS Assessments**

The Early Years Foundation Stage Profile is a journal of ongoing observations and assessments, completed throughout the children's time in the EYFS. The majority of the observations and assessments can be found on 'Tapestry'. They also include other types of assessment evidence (e.g., examples of work, focus activities

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and photographs). The documents are updated weekly and are reviewed and analysed half-termly. The teachers also meet to discuss the children's progress half termly. Pupil progress is also tracked using 'Tapestry'.

### **Assessing children in the HIARP base**

The children are assessed using the Bradford Toolkit for English and Maths and then this is cross referenced against the PIVATS small steps assessment and recorded centrally. This is then used to plan next steps for the children. As appropriate the Kirklees Cognitive Learning Strategy is used for teaching along with PIVATS for assessment. In terms of phonics the Little Wandle assessment is used to monitor and review progress and knowledge of the high frequency words is tracked also. A BSL tracker is used to assess the children's BSL skills. Assessment is also carried out against their EHCP outcomes and reviewed as needed.

### **Records**

Records of assessments are kept using the FFT Pupil Tracking Reporting facility. These assessments are recorded and evidenced using the program. Reading records are kept for each pupil and used as a focus for development. Home/ school reading records should be monitored regularly by class teachers. The progress of children receiving extra support is monitored by the member of staff delivering the support who should feed back regularly to the class teacher and SENCO.

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 is kept by the Headteacher and is also available on the 'S' Drive. Records of progress are also kept for foundation subjects and records of progress in Letters and Sounds may be kept for Key Stage One and in other year groups where necessary.

### **Curriculum Links**

Assessment is an integral part of curriculum delivery. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. The procedures in this policy are outlined in other curriculum documents and in the core subject policies in particular. Opportunities for children to address targets in a cross-curricular way should be identified e.g., through the Continuous Provision (Rec-Yr2) or through other activities (Yrs3-6).

### **Monitoring**

The Headteacher or Deputy Head will monitor the FFT Pupil Tracking system. The Head, deputy, curriculum co-ordinators or SLT will monitor children's work samples on a regular basis. This will include monitoring of assessment. A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy. A monitoring schedule is in place for the SLT and each member carries out a scrutiny of pupils work and outcomes fortnightly.

### **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, the most able children and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. The assessment policy ensures that identification of these children is systematic and effective.

### **Special Educational needs**

When assessment indicates a child is making insufficient progress or may have special educational needs the SENCO is informed and the child's progress is carefully monitored. Termly meetings are held between class teachers and between the SENCO (who is also the Deputy Headteacher) in respect of assessment to identify specific needs. Any issues are then swiftly dealt with in accordance with the SEN Policy. Progress of those who are the 'most able' pupils, is also monitored in the same way.

### **Reporting to parents**

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Parents receive two attainment and progress reports, one in the Autumn term followed by the other in the Spring term. Parents then receive a full written report at the end of each academic year. In KS1 and KS2, the reports comment on the child's academic progress and their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes and RE. SATs results are included in the reports of children in year 6 and other teachers report according to whether each child is achieving within, above, or below National expectations. Parents of children in the Nursery and Reception classes receive a report based on the seven areas of learning contained within the EYFS. 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 three times a year, in the Autumn, Spring and Summer terms.

Staff also make themselves available at the beginning or end of the school day to discuss any parental 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.