

Pipworth Primary School



Assessment Policy

Date established:	October 2020
Date Reviewed:	November 2025
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Policy to be reviewed by:	November 2026

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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 the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

To ensure that:

a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to demonstrate what they know, understand and can do in their work.

- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.

4. Assessment approaches

At Pipworth School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Retrieval questions linked to previous lessons and sticky knowledge are planned at the beginning of any new learning, so that pupils can make connections to previous learning. Disciplinary and secondary concepts are returned to throughout the curriculum in order for pupils to make connections between their learning.

When teachers need to make adaptations to their teaching as a result of assessment outcomes, this may take the form of re-planning a sequence of teaching, making annotations on plans, introducing further scaffolding, modelling or arrange flexible groupings as well as leaving post its in books to support pupils understanding. Pupils maybe identified for extra post teaching or future interventions, additional retrieval or practical resources maybe planned for so that pupils fill the gaps in their learning. (Retrieval to previous learning is planned at the beginning of any new learning.)

A range of 'Day-to Day In-School Formative Assessment', will be used including, for example,

- Reference to assessment of criteria of end of year expectations in reading, writing and maths. 'Sticky knowledge' materials for end of year expectations for foundation subjects.
- Making use of rich question and answers and targeted questions.
- Marking of pupils' work, highlighting areas of success and arrows highlighting development/improvement areas
- Observational assessments
- Verbal feedback during lessons

- Regular short re-cap quizzes and reviews of previous learning (retrieval)
- Scanning work for pupil attainment and development
- Discussions with children/pupil interviews
- Pupil's self-assessment e.g. self-marking against agreed success-criteria on final pieces
- Peer/self-marking
- End of unit written assessment for some foundation subjects
- Discussion between staff working with groups of 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. Additionally, for school leaders summative assessment data influences staff deployment, planned professional development for staff and the choice of learning sequences for year groups.
- **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** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative teacher assessment judgements will be made regularly and judgements will be made if pupils learning is 'well below expected level', 'working towards expected level', 'on track' to meet end of year criteria-'working at expected level', 'working above expected level' or at 'greater depth.'

Progress will be measured using termly and end of year targets. If pupils attain 'on track- working at the expected level' at the end of year four, for example, the expectation is that this pupil would stay 'on track-working at the expected standard' at the end of year 5 and gain expected standard at the end of KS2. A Y5 pupil that was working below the expected standard (using criteria from Y3) would be targeted to reach below expected standard, using Y4 criteria a year later. This would be classed as expected progress. However, we recognise that the aim is to ensure as many pupils as possible leave Y6 at expected standard. We support pupils working below or well below to make very good progress in order to make up ground as they progress through school in order for them to reach age related expectation.

A range of 'In-school-summative assessments' will be used including, for example.

- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Termly monitoring of progress with SLT
- Teacher assessment judgements relating to the national curriculum age related expectations (our criteria) in reading, writing, maths, science and SPAG and using 'Sticky Knowledge' assessment materials to assess foundation subjects.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

We ensure consistency in teacher assessments by:

- agreeing details of year end criteria
- moderating within year groups termly
- joining LA and locality moderation exercises (for all year groups)
- discussing consistency in planning sessions
- feeding back
- moderating with 'outstanding' schools across the city

Moderation also helps build collective efficacy – that is, teachers' collective power to improve learning outcomes for students. The purpose of moderation is to make consistent, valid, evidence-based decisions.

AfL in all subjects can take the form of:	Questioning, observation, retrieval, low stakes quizzes, pupil feedback including peer and self-assessment. Talk partners, Think, Pair, share
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Subject	How it is assessed
Maths	ELG Foundation Stage Profile End of Unit Assessments (white rose) End of Key Stage Exemplification Materials for Y2/Y6 Pipworth end of year exemplification documents SATS tests Y2/6 Y4 Multiplication Test
English	ELG Foundation Stage Profile Y1 Phonics Test End of Key Stage Exemplification Materials for Y2/Y6 Pipworth end of year exemplification documents SATS Tests Y2/6
Phonics and Early Reading	Little Wandle Assessment Materials Y1 Phonics screening test
Science	End of unit written piece
Computing	Summative assessment using the end of unit assessment questions or end of unit assessment Rubrick for each strand of computing from Teach Computing.
History	End of unit written piece
Geography	End of unit written piece
Art	Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting "I Can" statements
Design Technology	End of unit assessment found in booklets How well does the child demonstrate and apply knowledge and understanding of: 1.) designing and making principles 2.) technical skills
PE	Get Set 4 PE unit statements
Foreign Language	Language Angels end of unit assessments
Music	Pre and post assessment (taken from Kapow music scheme)
RE	End of unit assessments

PSHE	Pre and Post assessment activities (PSHE association)
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Summative assessment data influences staff deployment, professional development for staff and teaching assistants

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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception – Baseline Assessment is used on entry to FS2 and teachers use the EYFS Profile in order to make judgements against ELGs.
- Phonics screening check in year 1
- Multiplication Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

5. Collecting and using data/Reporting to Parents

Data in Reading, Writing, Maths and Science will be collected from teachers three times a year in November, February and May/June. Teachers input data onto an online platform called O'Track. Teachers record pupils as GD (Greater Depth) , AE (Above expected level) , OT (On track-at expected level) , WT (Working towards the expected level) or WB (Well below the expected level). In order to make this judgements teachers study Pipworth's end of year expectations and exemplification materials, along with national exemplification materials. Data is shared with parents in our biannual parent's evenings and annual end of year reports and shared with Governors termly. Additionally, with the LEA when requested). Data from the wider curriculum subjects will be collected annually at year end.

Annual report to parents will include brief details of achievements and efforts in all subjects and activities forming part of the school curriculum, comments on general progress, attendance records, the total number of unauthorized absences expressed as a percentage of possible attendances and the results on any national standardized summative assessments.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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. Some of our complex SEND pupils are assessed using the Birmingham Tool Kit in order to show specific steps of progress personal to the child. Some SEND pupils use My Lexia to track reading progress and fluency.

8. Training

In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology, using O'Track to collect and analyse data. In order to support staff, training in the use of O'Track assessment information system will be given and familiarisation of criteria. Continuing professional development may take various forms including the provision of direct face to face training and online training, including giving feedback to individuals or groups through monitoring activities. Also, we provide opportunities for staff to identify their own training needs through the appraisal process. The Assessment Leader will ensure that best practice is shared and endeavor to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the 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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the assessment coordinator and periodically shared with Governor's.

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

The assessment co-ordinator and curriculum leader will monitor the effectiveness of assessment practices across the school, through: for example, moderation, lesson observations, book scrutinies, pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy

- Early Years Foundation Stage policy and procedures