



# St. Thomas' CE Primary School

## Assessment Policy

Written by Sarah Weekes  
Approved by Governors  
Review Date

February 2025  
16th March 2026  
February 2027

We believe that **all forms of assessment should be used to improve teaching and learning.**

### **The purpose of assessment**

We assess so that:

- Teachers can regularly and accurately review what children know, understand and can independently apply.
- Teachers can identify gaps in learning and plan adapted and targeted learning opportunities that meet the needs of all pupils.
- We can identify children who are not meeting age related expectations or not making expected or better progress and provide quality, focused intervention in specific areas of learning.
- We can identify children who are exceeding age related expectations and provide quality teaching and opportunities for these pupils to be sufficiently challenged.
- We can provide parents/carers with clear and accurate information about their child's attainment and progress.
- We can provide useful data for analysis by SLT, staff and governors, which identifies the achievements of specific groups of pupils. This information can then inform decisions around whole school planning.

### **EYFS**

Assessment in the Early Years is gathered through daily observations, key group teaching and targeted play activities. The evidence collected to substantiate the assessments is displayed on the 'Wow board', captured in writing journals as well as electronically in the pupils' 'See Saw' application

### **KS1 and KS2**

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. These assessments are then used to inform planning, individual pupils' next steps and track progress. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress and as part of daily feedback (see marking policy).

Teachers/Teaching assistants are responsible for:

- Tracking children's progress against the standards set out in the National Curriculum for their year group and subject areas
- Using professional judgements to complete the school's SIMS tracking system each term
- Assessing whether pupils are:
  - on track to meet end-of-year age-related expectations
  - not currently on track to meet end-of-year expectations
  - working below age-related expectations
- Identifying individuals and vulnerable groups whose progress requires further attention and using this analysis to plan teaching and provision that meets their needs.
  - Attending termly Pupil Progress Meetings with the Headteacher and Deputy Headteacher to discuss pupils at risk of not making expected progress and to agree actions.
  - We focus and discuss the different groups of learners (Boys, Girls, FSM, Non-FSM, EAL, SEND)
- Implementing, monitoring and reviewing interventions, ensuring that provision is targeted, time-bound and evaluated for impact.

## **Formative Assessment**

Formative assessment is central to teaching and learning at St Thomas'. It enables teachers to identify pupils' strengths, gaps and misconceptions so that learning can be adapted responsively. This ongoing assessment ensures that teaching is tailored to meet the needs of every child, regardless of their starting point or attainment. Pupils are given regular opportunities to demonstrate their understanding in a variety of ways, helping teachers build an accurate picture of progress over time.

Examples of formative assessment at St Thomas' include:

- Skilled questioning to probe understanding, challenge thinking and address misconceptions in the moment
- Reviewing pupils' work in books and digital platforms to monitor progress and inform next steps
- Discussions and verbal feedback, enabling immediate clarification and improvement
- Observations of learning behaviours, collaboration and application of skills
- Recall rectangles to strengthen retrieval, identify gaps and support long-term retention
- Weekly arithmetic tests in Year 6
- 2 weekly Multiplication checks in Years 3, 4 and 5
- Gateway and mastery assessments in writing at the beginning and end of each unit using *Pathways to Write*

## **Summative Assessment**

Summative Assessment enables school leaders to monitor the performance of pupil cohorts, identify where additional support or intervention may be required and work with teachers to ensure pupils are supported to make sufficient progress and achieve expected standards. It allows teachers to evaluate learning at the end of a unit, term or period of teaching and to reflect on the impact of their instruction. Summative assessment also helps pupils understand how well they have learned and retained key knowledge and skills over time.

**Examples of summative assessment at St Thomas' include:**

- End-of-unit or end-of-term assessments in core subjects
- Standardised tests used to benchmark attainment
- Teacher Assessment Frameworks (where applicable)
- Phonics Screening Check (Year 1 and retakes in Year 2)
- Multiplication Tables Check (Year 4)
- End of Key Stage statutory assessments
- Moderated teacher judgements recorded in the school's tracking system

## **Pupil Progress Meetings**

Pupil Progress Meetings (PPM) take place each term. Teachers are expected to present their class assessment information and lead a discussion about how pupils are performing in relation to their targets and age-related expectations. During each meeting, the Senior Leadership Team (SLT) develops and agrees lines of enquiry based on the data presented.

This process enables leaders and teachers to work collaboratively to identify individuals or groups who are at risk of not making expected or better progress. Together, staff agree strategies, adjustments and

interventions that reflect pupils' individual needs and ensure these are implemented, monitored and reviewed for impact.

### **Moderation**

Termly moderation between teachers is planned to ensure consistency and accuracy in assessment across the school. These professional discussions enable teachers and subject leaders to gain a shared understanding of attainment and expectations and to develop a whole-school overview of pupils' progress. Moderation supports staff in identifying strengths, gaps and next steps, ensuring progression is maintained across year groups and key stages.

### **Communicating assessment with Parents/Carers**

Parents and carers are welcome to speak with staff about their child's learning and wellbeing at any appropriate time. In addition to this ongoing communication, the school holds Parents' Evenings in October and March, providing an opportunity to discuss each child's progress, achievements and attainment.

In the Spring Term, we also hold parent/carers information meetings for statutory assessments, including SATs and Phonics. These sessions explain the assessment processes and offer guidance on how families can support learning at home.

At the end of each academic year, parents and carers receive a written annual report detailing their child's progress, attainment and achievements. Where applicable, this report also includes outcomes from statutory assessments, such as:

- Year 1 Phonics Screening Check
- Year 2 Phonics Screening Check (retake)
- Year 4 Multiplication Check
- Year 6 SATs

### **The Role of the Governors**

Governors have a crucial role in ensuring the school maintains accurate and reliable assessment information for all pupils. While Governors do not have access to individual pupils' results, it is essential that they understand how different groups of pupils are performing and the progress they are making across the school.

Teachers provide key information about their class to Governors each term through cohort reports. In addition, the Headteacher reports regularly to the Governing Body on all key aspects of pupil progress and attainment, including current standards, the impact of interventions and trends over previous years. This enables Governors to fulfil their strategic role in monitoring outcomes and holding leaders to account for the achievement of all pupils.