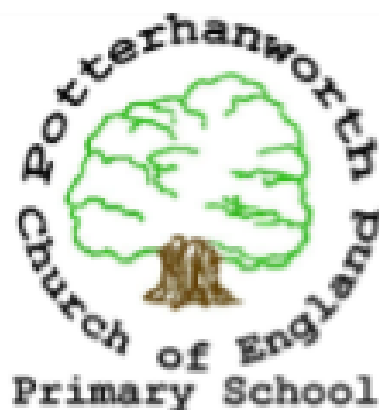


Potterhanworth Church of England Primary School

Assessment policy



Our Potterhanworth Church School Vision is inspired by Jesus' offer of 'life in all its fullness' (John 10 v10).

We believe that 'life in all its fullness' is about living a life full of opportunities, excitement, learning and respect for **ALL**.

We work together to encourage **ALL** our children to become advocates of justice and peace. We support our school community to look beyond its horizons, encourage a positive outlook on life and to overcome any challenges we may face.

Our fulfilment is achieved by creating an environment where **ALL** our children can thrive and blossom as we nurture them in their growth and journey through life.

Respect, Trust, Commitment, Fairness, Friendship, Responsibility

Policy Approved on : 26th November 2025

Signed on Governor Hub

Policy Review Date : September 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/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](#)

3. Principles of assessment

Our approach to assessment is guided by the following principles:

1. Clear Distinction of Assessment Types and Purposes

We recognise three main types of assessment:

- **Formative assessment:** Ongoing assessment to inform teaching and support pupil progress.
- **Summative assessment:** Periodic checks to evaluate attainment against age-related expectations.

- **Diagnostic assessment:** Used when specific learning needs or gaps are identified. Each type serves a distinct purpose and is not used interchangeably to avoid confusion or misuse.
- 2. **Focused and Purposeful Assessment**
Every assessment has a clear, defined aim. We avoid using a single assessment for multiple purposes (e.g., tracking progress and predicting future attainment) to maintain accuracy and clarity.
- 3. **Minimising Teacher Workload**
Assessment practices are designed to be efficient and meaningful. We prioritise methods that provide actionable insights without creating unnecessary administrative burden. For example, we use streamlined recording systems and avoid excessive data collection that does not directly impact teaching and learning.
- 4. **Alignment with Best Practice**
Our principles reflect research and guidance from similar primary schools and national frameworks. We adopt proven strategies such as low-stakes quizzes, timely feedback, and moderation to ensure reliability and consistency.
- 5. **Inclusive Assessment for All Pupils**
Assessment is equitable and accessible to every pupil, including those with SEND or EAL. We use a range of approaches to ensure all pupils can demonstrate their learning, and adjustments are made where necessary to remove barriers.

4. Assessment approaches

At Potterhanworth CE Primary School, 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

Our school views formative assessment as a continuous process that underpins effective teaching and learning. It is embedded in everyday classroom practice and is designed to provide timely, meaningful feedback that supports pupil progress.

Formative Assessment Techniques We Use

- **Marking and Feedback:** Feedback is clear, specific, and focused on improvement. Teachers provide next steps rather than grades, ensuring pupils understand how to progress.
- **Questioning:** Teachers use open and targeted questions during lessons to check understanding, encourage reasoning, and uncover misconceptions.
- **Regular Short Recap Quizzes:** Low-stakes quizzes are used to consolidate prior learning and identify areas requiring further support.

- **Self and Peer Assessment:** Pupils are encouraged to reflect on their own work and assess peers against success criteria, promoting independence and ownership of learning.
- **Observations:** Teachers observe pupils during tasks and discussions to assess application of knowledge and skills in real time.

How Formative Assessment Is Used

- **Assessing Knowledge, Skills and Understanding:** Teachers gather evidence from written work, oral responses, and practical activities to monitor progress and inform planning.
- **Identifying Gaps and Misconceptions:** Responses from questioning, quizzes, and work scrutiny are analysed to identify gaps or misunderstandings. These are addressed promptly through targeted teaching and interventions.
- **Role of Pupils:** Pupils actively engage with feedback, set personal targets, and participate in self and peer assessment. This helps them take responsibility for their learning and understand how to improve.

Formative assessment is purposeful and efficient, ensuring that it improves learning without creating unnecessary workload for teachers. It is inclusive and accessible for all pupils, including those with SEND or EAL, with appropriate adaptations made where needed.

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
- Our school uses summative assessment strategically to evaluate learning over time and inform future teaching. It provides a clear picture of pupil attainment and progress, supporting teachers, leaders, pupils, and parents in understanding achievement.

➤ Summative Assessment Approaches We Use

- **Termly and end-of-year assessments:** Standardised tests in core subjects (e.g., reading, SPAG, maths) are used to measure progress against age-related expectations.
- **Teacher judgements:** Based on a range of evidence, including classwork and observations, to provide a holistic view of pupil attainment.
- **SEND Reviews:** For pupils with special educational needs, personalised reviews track progress against individual targets and EHCP outcomes.

➤ How Summative Assessment Is Used

- **Improving Future Learning:** Results are analysed to identify trends, strengths, and areas for development. Teachers use this information to adapt planning and provide targeted support.
- **Demonstrating Long-Term Improvement:** Data from summative assessments is tracked across terms and years to monitor progress and ensure pupils are on track to meet end-of-key-stage expectations.
- **Use of External Tests:** We use standardised tests from Testbase to provide objective benchmarks. These align with our principles by offering reliable, comparable data without narrowing the curriculum.

- **Standardisation and Validation:** Teacher assessments are moderated within year groups and across the school to ensure consistency. External moderation and benchmarking are used where available to validate judgements.
- Summative assessment is purposeful and proportionate. It complements formative assessment by providing a snapshot of attainment, without creating unnecessary workload or detracting from teaching and learning.

Attainment

Attainment relates to how a child is attaining at a given point in time.

- We use standardised tests to see how their score compares to national averages. This gives us a score between 70-130. This score underpins the Teacher Assessment.
- We use Teacher Assessments to consider a wider range of information including the standardised score, evidence from lessons and their detailed knowledge of the child. For Teacher Assessments we assess children against the following categories
 - Below
 - Just Below
 - On Track
 - Greater Depth

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

EYFS	At the start of their Reception year, the child undergoes a Reception Baseline Assessment on the DfE National Curriculum Assessments Portal. At the end of the child's year in Reception, the school completes and submits the Early Years Profile for each eligible child.
Y1	All eligible children undertake a phonics screening check.
Y2	National Curriculum Tests for Y2 were withdrawn for the 2023/2024 academic year. These are now non-statutory. Children who didn't do their phonics screen in Year 1 or didn't meet the required standard take this test in Year 2.
Y4	All eligible children take the Multiplication Tables Check, known as the MTC
Y6	All children sit National Curriculum Tests, sometimes known as SATs, in Reading, Maths and GPS. The school also reports a teacher assessment in Writing and Science.

It is the role of the assessment leader to ensure that staff are trained to administer these assessments. The ordering of the correct papers is also the responsibility of the assessment leader.

5. Collecting and using data

The information will be shared with key stakeholders, including; governors, teachers, subject leaders and parents. The information gained will inform the school development plan (SSDP), pupil progress meetings, provision mapping and performance management.

Pupil Progress Meetings

Pupil Progress meetings are held three times a year (or more if necessary) where the class teacher will meet with members of the SLT and the assessment leader to look at the progress being made by:

- Individuals
- Groups of Learners especially children eligible for DPP
- Children with Special Education needs
- Children who are eligible for DPP and are on the SEN register
- Other groups identified in the SSDP as being vulnerable

At these meetings targets may be set and necessary guidance and support given.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. The school recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas (under strict guidance from the class teacher)

7. Reporting to parents/carers

Methods of Reporting

The school reports of pupils' progress in different ways.

- 1) Informal Contact with Parents
- 2) Parents Evenings
- 3) Annual Reporting
- 4) Reporting to Governors

- 1) **Informal contact with parents.** Parents and carers should know that they can speak to their child's teacher, Key Stage Leader, Head of School or Executive Headteacher at any point in the school year should they wish to discuss any aspect of their child's schooling.
- 2) **Parents Evenings.** Parent and carers are invited to a formal meeting with the child's teacher to discuss progress. These are usually 10 minute consultations however may be longer if the child has an pupil profile to review. These meetings are usually held in terms 1, 4 and 6. Many parents choose not to attend the Term 6 meeting as it is after the detailed annual report. If a parent cannot make an appointment on the given days every effort will be made to meet them outside of these days.

- 3) **The Annual Report.** The annual report is an important written communication with parents and guardians. It provides a summary of all aspects of the child's achievements over the year and clearly shows what progress has been made.

Entitlement

Parents must receive an annual report which will contain the following:

- Brief particulars of all national Curriculum subjects, including RE and PSHE
- Strengths and areas of development of the child
- General progress, including effort and achievement grades
- Arrangements for discussing the report with teachers
- Attendance record, including unauthorised absences.

In addition to this, **at the end of EYFS** the following will be reported:

- End of year outcomes in the eight key areas; Reading, Writing, Communication and Language (C&L), Personal, Social and Emotional Development (PSED), Physical Development (PD), Maths, Understanding the World, and Expressive Arts and Design (EAD). Each area will be recorded as On Track or Not on Track.

In addition to this, **at the end of Year One** the following will be reported:

- The outcome of the phonics screen check, a score out of 40.
- Information of the mark for the expected standard for that year.

At the end of Key Stage 2, the following needs to be reported:

- Outcomes in the Reading, Mathematics and SPAG National Curriculum Tests.
- Teacher assessment in Writing.
- Teacher assessment in Science.
- Comparative information (Scaled Scoring and explanatory notes for that)

Implementation

Reports will be sent to parents in the summer term. Class teachers are responsible for writing the reports. Some of the end of year report is populated by our data management package (Insight) to reduce workload to teachers and admin staff.

The report will be signed by the class teacher and submitted to the Headteacher for review. The head teacher will sign the report.

A copy of the child's individual report will be put into the child's record folder.

School will keep a copy of all reports. At the end of the child's time at this school, a copy of the Y6 report will be sent to the secondary school. If the child leaves mid-key stage, the copy of the latest report will be sent to the new school.

4) Reporting to Governors

The school will report information on pupil progress at different points through the school year as per the Governors Schedule. The ways in which this might be done include:

- Presentation of Year end data (FSP/Y1 PSC/MTC/KS2) through FFT / IDSR / ASP
- Presentation of In Year bottom line data at key points in the year
- Presentation of in Year class, year group, group of learner data at key points in the year.

Other ways Governors inform themselves about pupil progress include

- Regular meetings with the Assessment leader or other senior staff.
- Attendance at pupil progress meetings

Information presented to governors will be anonymous so as not to identify individual learners.

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. Training

Our school is committed to ensuring that all teachers have a thorough understanding of assessment principles and practices, and that they are supported to continually develop their expertise.

> Keeping Staff Up to Date

- All teaching staff receive regular training on assessment, including updates on national guidance and best practice.
- Training is embedded in our annual CPD programme and includes sessions on formative and summative assessment, moderation, and data interpretation.

> Responsibility for CPD

- The **Assessment Lead** is responsible for coordinating assessment training and ensuring staff have access to relevant professional development opportunities.
- Subject leaders also play a key role in supporting colleagues with subject-specific assessment strategies.

> Staying Abreast of Good Practice

- The school engages with local networks, national guidance (DfE, EEF), and professional bodies to keep up to date with developments in assessment.
- Best practice is shared through staff meetings, INSET days, and collaborative planning sessions.
- Moderation activities within school and across partner schools ensure consistency and provide opportunities for professional dialogue.

> Ongoing Development

- Teachers are encouraged to reflect on their assessment practice and identify areas for improvement through performance management and peer observation.
 - Access to external training, webinars, and resources is provided where appropriate.
- Our approach ensures that assessment remains accurate, purposeful, and aligned with current educational standards, while supporting staff to use assessment effectively to improve pupil outcomes.

10. Roles and responsibilities

10.1 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

10.2 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

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 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

11. Monitoring

This policy will be reviewed annually by the Headteacher and Assessment Lead. At every review, the policy will be shared with the governing board.

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

The Headteacher and the Assessment Lead will monitor the effectiveness of assessment practices across the school, through:

- **Moderation:**
 - Internal moderation within year groups and across the school to ensure consistency in teacher judgements.
 - External moderation with local networks or LA where applicable.
- **Lesson Observations:**
 - Focused observations to review how assessment strategies are embedded in teaching and learning.
- **Book Scrutinies:**
 - Regular checks of pupils' work to evaluate marking, feedback, and evidence of progress.
- **Pupil Progress Meetings:**
 - Termly meetings between teachers and senior leaders to review assessment data and plan interventions.
- **Data Analysis:**
 - Tracking pupil attainment and progress using summative assessment data to identify trends and gaps.
- **Learning Walks:**
 - Informal visits to classrooms to observe assessment practices and pupil engagement.
- **Pupil Voice:**
 - Gathering feedback from pupils about how assessment and feedback support their learning.
- **Parent Feedback:**
 - Reviewing parental input on reports and communication about pupil progress.

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Feedback policy
- Early Years Foundation Stage policy and procedures