



Assessment policy

St. Mary's CVA New Mills



Approved by: P. Chapman

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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](#).

Academies, including free schools, if applicable, add/amend: This policy complies with our funding agreement and articles of association.

3. Principles of assessment- (please refer to Assessment Framework (appendix)

At St. Mary's CVA, we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

Aims

- ☐ Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- ☐ Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- ☐ Help set targets and involve pupils in their own learning.
- ☐ Give parents a clear idea of what their child can do and what they need to do to progress.
- ☐ Provide information that can be used to evaluate teaching and learning practice.
- ☐ Give pupils effective feedback so they know what they have done well and what they need to improve.
- ☐ Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

The principles that underpin assessment at St. Mary's CVA are:

- ☐ Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- ☐ The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- ☐ Assessment is used to ensure that all pupils make appropriate progress.
- ☐ All children need to understand the learning objective in each of their lessons and what they need to achieve it.
- ☐ Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at St. Mary's CVA:

- Formative Assessment: This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.
- Summative assessment: This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).
- Nationally Standardised Summative Assessment: This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.
- Small steps assessment which includes formative footprints and pre key stage small steps assessment to track smaller increments of progress made by our pupils with SEND.

4. Assessment approaches

At St. Mary's CVA New Mills 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 Formative Assessments This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- ❓ Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- ❓ Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- ❓ Mini-plenaries to determine understanding at regular intervals.
- ❓ Short re-cap quizzes or recall of facts. Metacognition (long-term memory) – recapping 'sticky knowledge' to ensure it is embedded in all pupils long term memory.
- ❓ In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- ❓ Observational assessment.
- ❓ Scanning work for pupil attainment and progress.
- ❓ Self (or peer) assessment at the end of lessons based on individual learning objectives.
- ❓ 1:1 or group discussions with pupils.

Mastery Learning 'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end', (Commission on Assessment Without Levels).

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** to stay informed about the achievement, progress and wider outcomes of their child across a period

End of Term Summative Tests (Years 1 to 6) – Maths, Reading and GPS (Years 3-6)

At the end of a full term, pupils are tested using WRH White Rose Hub assessment materials for maths and PIRA assessment for reading, Year 2 and Year 6 also use past papers, Grammar, Punctuation and Spelling are tested using Keystones for (Year3-6). These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year. This Test Week is followed

by a Pupil Progress Meeting whereby the class teacher, the Senior Leadership Team and SENDCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SLT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not making adequate progress. This data is tracked and entered onto **The Trust assessment software Insight**.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. This information is then uploaded onto Insight termly to identify whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile In the final term of Reception

The EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child.

Each child's level of development is assessed against the early learning goals (ELGs) Insight. Practitioners must indicate whether pupils are:

- ☐ Meeting expected levels of development -2
- ☐ Not yet reaching expected levels (Emerging) -1

The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- ☐ States the child's attainment against the ELGs
- ☐ Summarises attainment in all areas of learning
- ☐ Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile.(All parents receive a copy of this) The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- ☐ Levels of learning and development in each of the areas of learning for individual pupils and the class
- ☐ The attainment of children born in different months of the year
- ☐ The attainment of different groups of children e.g. SEN and Pupil Premium

St. Mary's CVA completes the DFE Baseline

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to other pupils nationally:

Year 1 Phonics Screening Check This check demonstrates how well a child can use the phonics skills they have learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and nonsense words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 optional tests

All pupils sit the following tests at the end of Year 2:

- ☐ Reading
- ☐ Grammar, Punctuation and Spelling (GPS)
- ☐ Mathematics
- ☐ Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- ☐ Reading
- ☐ Grammar, Punctuation and Spelling (GPS)
- ☐ Mathematics
- ☐ Writing (teacher assessment)

At the end KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

Assessment methods are adapted for some pupils with SEND. This includes adapting the use of questioning to give pupils with SEND sufficient time to respond, using visual stimuli, alternative means of communication. Pupils may be supported to evidence their knowledge and understanding through transcription, drawing, videos and assisted technology. and assisted technology.

There are specific access arrangements for pupils with SEND both in school, summative assessments and statutory assessments. This could include, use of braille or larger print; readers, extended time to complete papers, scribes are used for pupils with particular gross/fine motor control difficulties and use of physical movement breaks.

Some pupils are working on an adapted and personalised curriculum, their progress is tracked through formative footprints and small steps tracking following the provision stated in their EHCP

As a school we have considered meaningful ways of measuring all aspects of progress. SEND pupils are set SMART targets within their (Individual Education Plans) IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes. The school uses the adapted curriculum on **The Trust assessment software Insight**.

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 Profile
- Phonics screening check in year 1

- Multiplication table check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Governors

☐ The Head Teacher's Report to Governors (termly)

Pupils

☐ Through our formative assessment strategies pupils get instant feedback on a daily basis.

Teachers

Teachers workload has been addressed by reducing marking in pupils books in line with our Feedback Policy.

All teachers, SLT and Head teacher analyse the data to identify gaps/areas of concern and put in place additional support where required. This will also form part of the SIP.

Local Authority and Government (DfE) All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

6. Reporting to parents

Reporting to Parents

☐ Twice yearly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). In addition, one to one meetings are arranged when required to inform parents of pupil progress/interventions, home/school support.

☐ Annual Reports (including assessment against end of year government expectations/ attendance-total number of possible attendances and unauthorized absences)

☐ The results of any statutory assessments e.g. the Phonics Screening Check and KS2 SATs tests.

Pupils with SEND have termly review meetings with parents to communicate progress against IEP targets.

8. Training

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT plan these termly in accordance with the School Development Plan. Outside training providers are also used. All teachers attend relevant courses to stay up-to-date with current practice and meet with other coordinators within our CMAT to share good current practice.

ECTs attend assessment courses as a part of their induction programme - as well as all relevant courses hosted by our CMAT and external providers. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within our CMAT Schools' Cluster.

This Policy was formulated by the Headteacher and then reviewed/adapted by all teachers (as a part of a staff meeting).

A copy of this Policy is available on our school website and all parents were invited to share their views when it was first formulated. At the start of every academic year, teachers explain how pupils are assessed as a part of their 'Meet the Teacher' presentation.

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

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Feedback Policy
- Early Years Foundation Stage policy and procedures
- Assessment Framework