



Assessment Policy

Reviewed on	September 2026
Date for Review	September 2029
School staff responsible for policy	Peter Hipkiss
Designated Governors/committee	S&C committee

Tracking Changes	
September 2026	Changes to the assessments used

Assessment policy

Introduction

Effective assessment provides information to improve teaching and learning. The school gives the children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. The school gives parents regular reports on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

Aims

The school aims to:

- Enable our children to demonstrate what they know, understand and can do in their work.
- Help our children understand what they need to do next to improve their work.
- Allow teachers to plan work that accurately reflects the needs of each child.
- Provide regular information for parents which enable them to support their child's learning.
- Provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning

Learning Question

- The Learning Question for the lesson forms the basis for planning.
- It is shared with students at the start of the lesson both verbally, and where possible recorded.
- The Learning Question provides the focus for the teacher to evaluate to what extent the lesson met its aims.

Success criteria

- The success criteria are directly related to the Learning Question.
- These are discussed with students.
- These are used as a basis for the evaluation of the lesson by the teacher and students.

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons. The results of formative assessments have a direct impact on planning and next steps for children.

Summative assessment occurs at specific points in the academic year. These assessments help teachers to benchmark pupils and are also of use in determining a pupil's attainment against a year group's programme of study objectives. The school holds three assessment blocks during the year with the results of these assessments used to update pupil attainment on Arbor. The following assessments are taken during the three assessment weeks:

- **Maths:** All classes in Years 1 - 6 undertake the Cornerstones maths assessments. These assessments allow for comparison against the National picture through the

ability to compare with other schools taking the tests. They also provide a scaled score to allow the school to analyse whether pupils are on track for the expected standard at the end of the Key Stage.

- **Reading:** All classes in Years 2 - 6 undertake the Cornerstones reading assessments. These assessments allow for comparison against the National picture through the ability to compare with other schools taking the tests. They also provide a scaled score to allow the school to analyse whether pupils are on track for the expected standard at the end of the Key Stage. All classes use the FFT reading assessment programme to track reading age progress for those pupils who score below the expected level in the Cornerstones reading assessment. This allows for a detailed analysis of pupil's fluency and decoding skills to identify the support they need. Pupils in Year R and 1 undertake phonics screening assessments to measure how they are progressing with their early reading skills. Formal reading assessments are not undertaken until Year 2 as this matches when pupils begin formal reading lessons within our school.
- **Writing:** Staff moderate writing judgements against the Alison Philipson Writing Assessment Grids. This judgement is then moderated both internally and externally.
- **GPS:** All classes in Years 2 - 6 undertake the Cornerstones GPS assessments. These assessments allow for comparison against the National picture through the ability to compare with other schools taking the tests. They also provide a scaled score to allow the school to analyse whether pupils are on track for the expected standard at the end of the Key Stage. This is used to inform future planning and to ensure coverage of objectives.
- **Foundation subjects:** Staff assess by exception in all foundation subjects.

Statutory assessment

Early Years Foundation Stage

Before entry to school the Early Years teacher visits the children at their preschool setting and speaks with their keyworker to develop an understanding of the children's interests and needs. The preschools also share their end of year report with the school which identifies their levels of attainment towards the Early Learning Goals (ELGs). The Early Years staff also hold parent interviews during the week that the child starts school to find out more information about each child from parents. The Early Years teacher records their initial assessments of the children within the first six weeks of school using the national baseline assessment. They continue throughout the year to observe children and will regularly record their observations, particularly 'wow' moments.

The school analyses and reviews what we see or know about each child's development and learning, and then the school will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

Each child has their own Learning Journal, which documents their learning. This includes observations, photos and examples of their work in school. The school assesses each child and their progress within each area against the ELGs. As well as the baseline data, the school also gathers data at three points in the academic year. At the end of the year the children's

Learning Journals and work are moderated within school with colleagues from other year groups.

The school formally reports to parents three times a year, this includes Parents Consultations in October and March and a written report in July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Year One Phonics Screening Check

All children in Year 1 will participate in a phonics screening check and this is administered by the Year 1 teacher. The phonics screening check is a short and simple assessment of phonic decoding. Parents are informed of their child's score. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2. If, in the opinion of Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher. Regular phonics assessment will take place throughout EYFS, Year 1 and 2 through the use of Sounds Write assessment materials as well as the DfE Phonics Screening Test past papers to track pupil progress and ensure children are on track to pass the phonics screening. Additional support is given to those who are off-track.

Year Four Multiplication Table Check

All children in Year 4 will participate in the times table check and this is administered in small groups using i-Pads. The multiplication table check is a short and simple assessment of times table knowledge. Parents are informed of their child's score. If, in the opinion of Year 4 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

SATs

Children in Year 6 sit SATs (Standard Assessment Tests) during May each year. These tests cover the content taught by the National Curriculum. At the end of Key Stage 2 (Year 6), pupils sit tests in reading, maths and GPS. Teachers are also required to submit their own teacher assessment for writing and science. Children are expected to reach the Expected Standard in Year 6.

At the end of Key Stage 1 (Year 2), the school will require pupils who are working within the expectations of the Key Stage 1 curriculum to sit the optional SATs produced by the DfE in reading, math and grammar, punctuation and spelling (GPS). They will also be assessed by their teacher in writing. Despite being non-statutory, the school considers this a useful baseline of pupil progress and will use it to monitor progress across Key Stage 2.

The Expected Standard is a particular score that reflects where the Department for Education thinks children should be at that stage of their education. The national standard score for KS1 optional SATs and KS2 SATs is 100. Towards the end of the summer term, Year 6 parents are given a report stating each child's scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard. Teacher assessments will also be used to build up a picture of each

pupil's learning and achievements. These are moderated both internally and at county level in Year 6.

Recording our assessment

The school use Arbor (an online assessment system) to record assessments of our pupils against statements relating to specific programmes of study for each year group.

Maths, Writing and Reading – 3 times a year

Science – yearly but updated during three assessment windows each year

Foundation subjects – yearly but updated during three assessment windows each year

When making this judgement, teachers use specific terms. These terms are defined in the table below:

Grade Descriptor	Definition
PKS Pre-Key Stage	Pupils with this grade descriptor will be assessed against a year group's assessment criteria that is in the Key Stage before. E.g. a pupil in Year 6 assessed as PKS will be working on a Key Stage 1 curriculum.
OOY Out of Year Group	Pupils with this grade descriptor will be assessed against a lower year group's assessment criteria. E.g. a pupil in Year 6 assessed as OOO may be working on a Year 3/4/5 curriculum.
WTS Working Towards the Expected Standard	Pupils are working at a level below the expected standard for the year group but within that year group's curriculum.
WTS+ Working Towards the Expected Standard Plus	Pupils are working at a level below the expected standard for the year group but within that year group's curriculum. They are close to the expected standard and this information is used to target teaching to support them to meet the expected standard.
EXS Working at the Expected Standard	Pupils are working at the expected standard for the year group.
EXS+ Working at the Expected Standard Plus	Pupils are working at the expected standard for the year group. They are close to the Greater Depth standard and this information is used to target teaching to support them to meet the Greater Depth standard.
GDS Working at Greater Depth within the Expected Standard	Pupils are working at a Greater Depth within the expected standard.

Analysis of progress data is used to help the school identify the attainment and progress of individual and groups of children which are then discussed during PPM meetings three times a year.

Pupil Progress Meetings

Children's progress is closely monitored so that the school can provide the best possible opportunities and highest levels of support for all children. PPM's (Pupil Progress Meetings) are held three times throughout the year and the Headteacher, SENCO, Class Teachers and (where possible) Teaching Assistants attend. During these meetings, the

progress of all children is discussed by referring to teacher knowledge and by looking at Question Level Analysis data. Points for action are made and specific areas of support are identified. Any necessary adjustments are also made to the curriculum to reflect cohort needs. As a result, class provision maps are updated to show when interventions are planned and for whom. This process allows us to track children more closely, with a specific focus on the impact of the intervention that they are receiving. These are then reviewed at the next PPM.

Disadvantaged Pupil Meetings

The school acknowledges that Pupil Premium (Disadvantaged) Pupils need additional monitoring, assessment and support in order to close the gap between them and their peers. As such, the school holds termly meetings to discuss these pupils in more detail and closely monitor strategies that support these pupils. During these meetings, particular barriers to the children's learning are identified and both pastoral and academic strategies are put in place to secure progress. Where possible, these form part of PPMs.

Reporting to Parents

The school has a range of strategies that keeps parents fully informed of their child's progress in school. The school encourages parents to contact them if they have concerns about any aspect of their child's work.

The school offers parents the formal opportunity to meet their child's teacher three times a year. During the parents' meeting, the teacher discusses the pupil's attainment, progress and any particular areas of need. They also outline to the parents areas that they can support at home. At the end of the year, the parents are provided with a written report that includes a summary of the pupil's attainment and attitudes to learning. Parents are given the opportunity to meet with their child's teacher to review this report and the targets identified in it for the next school year. The school also includes a space for parental and child feedback.

The school provides information in Year 6 about how children have performed in relation to end of year national expectations. In Year 1 parents are given the results of the phonics screen and in Year 4 they are provided with information from the Times Table Test. In Year 2, parents are provided with the results of the optional SATs tests. In Year 5, the school holds additional meetings to explain the secondary admissions process and provide information for parents opting for secondary selection into Kent Grammar schools.

Feedback to pupils

See **Feedback Policy**.

Monitoring and review

Our Assessment Lead and SLT are responsible for monitoring the implementation of this policy. There are regular opportunities for discussion and moderation in all year groups. This takes place in staff meetings, at training courses, with local schools, in specific cluster meetings and at formal moderation meetings.

Associated policies:

Teaching and Learning policy

Feedback policy