



## Assessment Policy November 2024

### “Learn with Love, Flourish in Faith”

Our School Vision

*Do everything in love* (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

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| <b>Approved by:</b>                                      | <b>Date:</b> |
| <b>Last reviewed on:</b> 1 <sup>st</sup> November 2024   |              |
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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

At Church of the Ascension, we believe that assessment is an integral component of high-quality teaching and learning, ensuring that teaching is geared to lead to learners making expected progress.

We believe that an effective assessment system completes a number of important aspects of school life:

- Gives reliable information to parents to show the progress of every child, and the school as a whole.

In so doing, a meaningful and reliable tracking system to ensure end of key stage expectations are reached is employed. The tracking system promotes the provision of information that can be easily understood, allowing for the identification of pupils who may be falling behind and those who are excelling.

- Becomes a driver to improvement for pupils and teachers

Close links to improving the quality of teaching are forged, with concise and accurate feedback to pupils contributing to improved learning, The feedback focusses on specific objectives.

- Ensures that the school is keeping up with external best practice and innovation.

At Church of the Ascension, we use three broad and distinct forms of assessment:

- Formative assessment, providing day by day opportunities to monitor and consider the achievements of our pupils.
- Summative assessment, providing end of topic or end of term opportunities to reflect on teaching and learning.
- Nationally standardised summative assessment, providing key information with regard to the achievements of our children, providing a comparison to other local schools and benchmarked schools nationally.

Throughout, Church of the Ascension is committed to ensure that all forms of assessment do not add unnecessary pressure to pupils and teachers alike and takes into consideration all levels of achievement and all abilities of pupils.

## 4. Assessment approaches

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

### 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

Formative assessment helps children measure their own strengths and areas for development and allows teachers to understand pupils' 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. This ensures that teachers can provide the relevant and appropriate support to pupils to generate progress. In so doing, teachers can evaluate their own teaching in order to improve teaching in the future.

Formative assessments include:

- Making use of rich questions and answers

Questions assess the starting points for pupils approaching activities; develop higher order thinking skills; prompt, probe and promote learning and promote pupil challenge.
- Observing pupils' progress

Teachers watch children and listen to their discussions to assess learning as it is happening, regularly planning observations of particular children to support and challenge their learning.
- Discussions for learning

Teachers talk to pupils to assess their understanding, enabling early identification of any misconceptions and providing opportunities to address these within lessons. Pupils will be challenged through discussion to deepen and develop their understanding. Through peer and self assessment opportunities, pupils will discuss targets and identify next steps in learning.
- Marking and feedback

Verbal and or written feedback enables pupils to identify what is going well and what areas exist for development and consolidation, relating to specific and identified learning objectives. Peer and or self assessment similarly allows pupils to relate to specific and identified learning objectives.
- Checking pupil's understanding

Checking pupil's knowledge, skills and understanding of concepts previously taught ensures the knowledge is remembered and promotes clear and specific next steps to ensure progress. Pupils are engaged in reviewing their own progress, encouraging challenging next steps in their own learning are highlighted and understood.

## 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

In-school summative assessments will be used to monitor and support children's performance. These assessments will provide children with information about how they have learnt and understood a topic or course of work taught over a period of time, enabling the children to consider how they can continue to improve. In-school summative assessments also help teachers to inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching. This allows teachers to plan subsequent teaching and learning. In-school summative assessments also allows the performance of pupil cohorts to be monitored, to enable effective interventions to be signposted and introduced as appropriate. The combination of all of the above reasons for using in-school summative assessments ensures that pupils are supported to achieve progress and levels of expected attainment.

In-school summative assessments include:

- End of year tests where appropriate
- End of topic / unit reviews

- Reviews for pupils with SEND
- Pupil progress meetings
- Moderation for reading, writing and maths as appropriate, within school or across EDLT schools.

### 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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

## 5. Collecting and using data

At Church of the Ascension, we recognise that there are a number of methods for assessing a child's learning. The type of assessment that we make varies across subjects and topics. We think it is unnecessary to keep a formal record of all of these assessments – we only record information that affects future learning or requires information to be shared with third parties.

For the data we do record, we use an online tracking system. All staff have access to this and are trained in its use. The tracking system allows effective tracking of progress and informs future planning. Regular reports are produced to reflect on the attainment of cohorts and shared with senior leaders and governors.

Data is collected at three points during the year, at the end of each term. Data can be shared where appropriate with parents.

## 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. Church of the Ascension 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

## 7. Reporting to parents/carers

At Church of the Ascension, assessment data is used by teachers to inform annual reports to parents and termly parents' evenings.

Our annual reports to parents/carers must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in the reception year

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
  - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
  - At the end of KS2:
    - Outcomes of statutory National Curriculum teacher assessments in English writing and science
    - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
    - Where appropriate, a statement explaining why any National Curriculum test has not been taken
    - Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

## 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

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

Through regular discussions at SLT level and in staff meetings, teachers will have a good understanding of assessment and assessment practice. SLT are responsible for ensuring that all staff have relevant up-to-date training.

## 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 every three years, unless there is a need to review it earlier by the headteacher. At every review, the policy will be shared with the governing board.

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

The assessment co-ordinator will monitor the effectiveness of assessment practices across the school, through lesson observations, book scrutinies and/or pupil progress meetings.

## 12. Links with other policies

This assessment policy is linked to our:

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