



# St Leonard's

## C of E Primary School

### Assessment Policy

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'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

**John 13:34**

**With God's help, we will be inclusive, independent, inquiring and inspirational.**

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

### Introduction

This policy outlines the purpose and nature of assessment at St Leonard's C of E Primary School.

Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality **formative assessment** is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at St Leonard's and enables teachers to deliver education that best suits the needs of their pupils.

### Aims

The aim of the policy is to give a clear outline of all assessment techniques at St Leonard's to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

## **Roles and Responsibilities**

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the assessment and intervention coordinator.

Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

## **Entitlement**

It is the entitlement of every child at St Leonard's to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

## **Implementation**

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. (See Marking and Feedback Policy).

### **The purposes of assessment are:**

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to be informative, allowing children to enable them develop their learning

## **Types of Assessment**

### **Formative Assessment**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or challenge as necessary. The methods of formative assessment we use include, the use of effective questioning, use of visualisers and mid-lesson learning stops, talk partners, mixed ability pairs, and the use of whole class feedback sheets. Flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately. For pupils, this helps them to

measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve. (See Teaching and learning policy)

### **Summative Assessment**

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the National Curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

In writing, teachers plan for extended, independent writes at appropriate times in the term as well as termly whole school writing assessments which are used to make summative judgements.

In maths, teachers use Maths No Problem reviews and other assessment resources to provide evidence of achievement against the curriculum objectives.

In reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives. They also use Accelerated Reader reports. Reception, Year 1 and some Year 2 children are assessed half termly in phonics.

In reading, writing and maths, internal assessments take place three times per academic year and the children's progress is recorded on the Lancashire Tracker. Staff are expected to analyse the results in preparation for Pupil Progress meetings which take place with the SLT after each assessment has taken place.

The progress of pupils with SEN and disabilities is reviewed regularly and summative assessments are adapted as necessary. PIVATs are used by teachers to show progress of those children working below age related expectation. Children who have not made expected progress or whom have fallen behind, are targeted for interventions and additional support in class.

At the end of Key Stage 1 and 2, if a child is not at age-related expectation, the Pre-key stage standards will be used.

Pre-key stage 1 standards -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1109303/2021\\_Pre-key\\_stage\\_1\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_assessment\\_standard.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109303/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard.pdf)

Pre-key stage 2 standards -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1109305/2021\\_Pre-key\\_stage\\_2\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_assessment\\_standard.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109305/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard.pdf)

### **Nationally Standardised Assessments**

## **Early Years**

The DfE baseline assessment is carried out as soon as the children start school. The teacher also carries out a baseline assessment during the first term.

## **Year 1 Phonics Screening Test**

This test is administered internally. These results are then reported to the local authority and to parents at the end of the academic year. **If a child does not meet the expected standard, they will resit the test in Year 2.**

## **Optional National Key Stage One Assessments (SATs)**

At the end of Year 2, pupils will be given **teacher assessment** standards in reading, writing and mathematics. These assessments will be used alongside teacher judgements to identify where the children are working at the end of Year 2.

The pupils will sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – separate reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

## **Year 4 Multiplication Tables Check**

This check is administered internally. These results are then reported to the local authority and to parents at the end of the academic year.

## **National Key Stage Two Assessments (SATs)**

At the end of year 6, pupils will be assessed using the Teacher Assessment Framework for writing. Possible outcomes are WTS, EX and GD within expected standard.

SATs tests will be administered for Reading, GPS and maths. Possible outcomes are 'Has Not Met' (HNM) or 'Expected' (EXS). All children will receive a standardised score where 100 is the expected attainment and 110+ is considered higher standard within the 'Expected' range. The lowest scaled score that can be awarded on a KS2 test is 80. The highest scaled score is 120. Pupils scoring at least a scaled score of 100 will have met the expected standard in the test. A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.

For Science, teacher assessments will be given and possible outcomes are 'Has Not Met' or 'Expected'.

The pupils will sit SATs tests which consist of:

- English reading – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

The Senior Leadership Team (SLT), in conjunction with maths and English subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with staff.

### **Accuracy and consistency of judgements**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments.

Staff meeting time is planned in for teachers to compare judgements and agree standards. St Leonard's also works with other schools to ensure that our judgements are accurate and consistent.

Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

### **Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at St Leonard's ensures that identification of these children is systematic and effective.

### **Special Educational Needs**

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCo is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. If needed, PIVATS can be used as a tool to provide more detailed information about a child's progress. They will gain views from parents, the pupil and any specialist teachers that have worked with the children.

It is important to note, that not all children on the SEN register are assessed using PIVATs. This is on a needs basis and is usually for the children whose primary need is cognition and learning.

## **Reporting to parents**

**Autumn Term 2** - Structured conversations – A detailed parents' meeting to discuss your child's attainment and progress so far. Next step targets will also be shared.

**Spring Term 2** – Structured conversations – A detailed parents' meeting to discuss your child's attainment and progress so far. Next step targets will also be shared.

**Summer Term 2** – A detailed, written end of year report is sent home. SATs results for children in Years 6 and teacher assessment for children in Years 1, 2, 3, 4 & 5 are reported to parents at the end of the academic year. Pupils in Year 1 receive information to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS receive a report based on the Early Learning Goals. Parents of children in Year 4 will receive information about how their child scored on the Multiplication check.

At St Leonard's, we have an open-door policy for any parents who would like to come in and have an informal discussion about their child's attainment or progress.