



# Assessment Policy

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## **Introduction**

At Caedmon Primary School, assessment is an integral part of the teaching and learning process. This ensures that pupils are challenged and continually make progress. The assessment policy provides a framework for setting targets, monitoring and communicating children's progress and attainment.

## **Aims and Objectives**

The policy sets out the systems used for assessment at Caedmon Primary School. The policy should be read in conjunction with the marking and feedback policy. It is designed to ensure that there is a consistency of approach to maximise learning.

The policy aims to:

- Provide clear guidelines on our approach assessment
- Establish a consistent and coherent approach to assessments.

## **Principles of Assessment**

The key assessment principle for Caedmon Primary School, is to ensure that the purpose and use of assessment and data is clear, useful and relevant to supporting teaching and learning.

## **Assessment Approaches**

Assessment for learning and assessment of learning are clearly identified within our approach of using both summative and formative assessment.

## **Summative Assessment**

A range of summative assessments are used to monitor and support children's performance and progress. These include:

- EYFS baseline
- RWI assessments
- Testbase assessments
- Previous SATs papers (Year 6 only)

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

### **National Standardised Summative Assessment**

National standardised assessments take place in Reception (EYFS), Year 1 (KS1), Year 4 (KS2) and Y6 (KS2). They provide information about the children's attainment.

The 'National Standardised Summative Assessments' assess children's attainment and compare this data on a local and national level. These include:

- EYFS baseline
- EYFS Profile
- Year 1 Phonics Check
- Year 4 Multiplication Tables Check
- Year 6 National Curriculum Tests (End of KS2 SATs)

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

## EYFS

Summative assessment is used at two points across each year in EYFS. Children are assessed as being “on track” or “below” the expected standard at these points within the year.

<b>Nursery N1</b>	<b>Assessment Point 1</b> On Entry	<b>Assessment Point 2</b> Exit
<b>Nursery N2</b>	<b>Assessment Point 1</b> On Entry	<b>Assessment Point 1</b> Exit

<b>Reception</b>	<b>Baseline Assessment</b> Within 6 weeks of the start of term.	<b>Assessment Point 1</b> Mid-Point (February)	<b>Assessment Point 2</b> Exit Statutory Assessment Point- Early Learning Goals.
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## KS1 and KS2

Summative assessment is used at three points across the year for pupils in KS1 and KS2. Children are assessed in reading, writing and maths.

<b>KS1 and KS2</b>	<b>Assessment Point 1</b> End of Autumn Term (December)	<b>Assessment Point 2</b> End of Spring Term (April)	<b>Assessment Point 3</b> End of Summer Term (July)
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## Tracking System

Caedmon Primary School's assessment and tracking system consists of a number (referring to the year group curriculum) and a symbol (referring to the level of knowledge and application of skills from the year group curriculum).

It is expected that the vast majority of children will be accessing the relevant year group curriculum to which they are in. In a small number of cases, children will access learning from another year group to meet their individual needs.

Expected progress for children who are working at age related expectations is 3 jumps and expected progress for children who are working below age related expectations is 4 jumps in order to move closer to age related expectations.

Tracking system grades are determined as:

Children on track and at the age related expectations for their year group would be assessed with the following grades.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Working at the expected level.</b>	<b>-</b>	<b>=</b>	<b>+</b>
<b>On track to reach the expected level.</b>	<b>+</b> <b>(previous year group)</b>	<b>-</b> <b>(current year group)</b>	<b>+</b>

### **Definition of grades**

- Children are able to access the year group expectations and may need some level of support.
- = Children are working towards the year group expectations.
- + Children are working **at** the year group expectation.
- M** Children are exceeding the year group expectation and working at a greater depth than year group expectations.

### **Formative Assessment**

All teachers use assessment for learning techniques continually throughout their lessons.

Formative assessment enables teachers to provide appropriate support and challenge for all pupils.

A range of formative assessments are used to monitor and support children's performance and progress. These include:

- Rich questioning
- Marking of work
- Observations
- High quality discussion
- Pupil's self-assessment
- Peer marking and peer assessment

## **Wider Curriculum Assessment**

Formative and summative assessments are used within all wider curriculum subjects. Teachers use assessment criteria to assess the children's skills, knowledge and understanding set by questions created by subject leaders. Assessments provide a rationale for future teaching and learning within each wider curriculum subject.

The following grades are used for foundation subjects when recording assessments on our trust assessment grids.

- Depper learner: Working above the expected standard for the year group.
- At: Working at the expected standard for the year group.
- Basis learner : Working below the expected standard for the year group.

## **Marking and Feedback**

Marking and feedback are an integral part of the assessment process.

All staff follow the Marking and Feedback Policy to ensure effective and consistent practice.

## **Pupil Performance Meetings**

Pupil performance meetings take place regularly throughout the year at termly intervals (more frequently if needed - led by data). Within year group teams, class teachers meet with phase leaders, assessment lead and head teacher to discuss progress towards targets, additional support for individual or groups of children and highlight successes. At this point, intervention discussions will take place to ensure that improvements are made over time. Assessment data will be reviewed and discussed at each meeting to ensure that class teachers take ownership of their children's progress and class data.

## **Recording and Use of Data**

Assessment data is recorded using Arbor.

The Assessment Lead will ensure that all data is added onto Arbor within the correct time frame for collections. The Assessment Lead will distribute analysis to teams, subject leaders and SLT within school. A whole school review of data will form part of the SLT discussions and Local Governing Board meetings each term and assessment data is submitted to Steel River Trustees every term.

All data is analysed by the Assessment Lead and the following groups:

- SLT
- Head Teacher
- Phase leaders
- Subject Leaders
- Class Teachers

Assessment data will also be used by the Assessment Lead and SLT to monitor the performance of pupil cohorts and specific groups of children (including pupil premium, gender, SEN), to monitor the impact of previous interventions and to work with teachers to ensure that children achieve at least good progress and expected attainment.

### **Moderation**

Caedmon Primary School takes part in internal and external moderation of reading, writing and mathematics. This ensures robust, accurate and effective assessment practices across the school. External moderation takes place within the Steel River MAT.

### **Training**

The School Data Company provide continuing support on the development of school assessment procedures and developments on a regular basis.

- Updates are communicated to all staff as and when is necessary and at least termly.
- The Headteacher, Assessment Lead and subject curriculum leaders are responsible for keeping all teachers up to date with advances in school assessment and ensuring that staff have access to continuing professional development opportunities in assessment.
- Methods for assessment and recording are monitored amongst all staff as part of learning walks and book scrutinies.
- We maintain good assessment practice by keeping up to date with assessment research, working alongside other schools and sharing practice and from being part of The School Data Company network.

### **Reporting**

Assessment data is reported to our parents using both consultation evening and written reports. The format for reporting to parents is outlined below:

- Autumn term parent consultations. During parent consultations, there is opportunity for parents and children to sit alongside each other to look over work and end of year reports. Class teachers support discussion. Discussion details: attainment, effort and progress performance over the term, attendance data and future learning targets.
- Spring term consultation meetings are offered to parents (Reception – Y6) after the written mid-term reports (January) as an opportunity for discussion. Discussion details: attainment, effort and progress performance over the term, attendance data and future learning targets.
- Summer term end of year reports (Nursery N2 to Y6) During parent consultations, there is opportunity for parents and children to sit alongside each other to look over work and end of year reports. Class teachers support discussion. Discussion details: attainment, effort and progress performance over the term, attendance data and future learning targets.

The written reports include the following information: progress, attainment, attendance, achievement, targets for future learning and results of any external examinations taken.

### **Roles and responsibilities**

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.

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

The Assessment Lead is responsible for:

- 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

Teachers are responsible for following the assessment procedures outlined in this policy.

