


THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	May 2023
POLICY AND PROCEDURE STATEMENT	REVISION DATE	May 2025
 <p style="text-align: center;">The Priory Primary School</p>		
Assessment Policy		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

May 2023	Updated in line with the model policy from The Key
	Updated list of statutory assessments - section 4
	Added to the list of what will be included in reports - section 6
	Updated teacher responsibilities - section 9

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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

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](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At the Priory we believe that assessment is an integral part of the learning. We use assessment from every lesson to determine if a child has almost met, met, or exceeded a taught outcome. The record of this assessment can be found via the marking in children's books via the title headers for each new objective taught. Additionally, a record of the outcomes are updated in the school's assessment program (Target Tracker), where the ongoing assessment is saved and analysed as part of the Pupil Progress meetings which occur 3 times a year. This information is also used as part of the reporting process to parents.

Assessment and monitoring helps assess pupils with undiagnosed learning needs and our staff are trained to identify these concerns and discuss them during the termly pupil progress monitoring cycle.

At the Priory we believe that:

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning;
- d. school leaders and governors in planning and allocating resources;
- e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

4. Assessment approaches

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

We use 3 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

Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations.

Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.

The information from assessment is communicated to parents and pupils on a termly basis through termly meetings with parents, which documents what has been achieved and indications of what they need to do next.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Formative assessment at the Priory is also focused on the children assessing and editing their own work. We use 'purple pen' edits to ensure the pupils have a process of self correction, analysing their own work and making evaluations of what to do next. Peer assessment is also a valuable form of assessment at the Priory – especially in the older classes.

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

Year groups 1 – 6 will take part in (appropriate) summative tests at the end of each term (or in the case of maths – half term / overarching unit). The assessments are modified based on the needs of the children and especially for children with special needs or disabilities.

At the Priory summative assessments are not regarded as the definitive form of assessment but are instead a part of the process of triangulation, allowing the teacher to better understand what a child has fully grasped outside the context of a taught lesson.

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 and the Reception Baseline Assessment
- Phonics screening check in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Data is collated by teachers and recorded in a variety of ways most directly from the children's work where assessment is made against the daily objectives – informal records and notes may be kept on the children's progress in each lesson in order to adapt or personalise the learning journey for a pupil.

Data is also stored on Target Tracker, which the school uses to collate information and supports the analysis of the ongoing data.

Scores / standardised scores from summative assessments are often recorded in spreadsheets to monitor the summative progress of a pupil and how they have progressed overall and with specific units of work. Scores from standardised tests are not commonly shared directly with the children (except weekly spelling and times tables), but the results will help form the dialogue of what is reported to parents in both written reports, parents' evenings and in the school's ongoing dialogue with the parents.

The following list provides a succinct demonstration of how records are used in the Priory.

- Records to be used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods.
- Records give a clear and accurate picture of the child.
- Records are to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records to be used as a key tool in ensuring continuity and progression.

6. Reporting to parents

- Termly reports will highlight achievement and progress and include indications for future developments.
- End of year reports to be given to parents annually.
- End of year reports will include information about overall attendance
- End of year reports for children in Year 2 and Year 6 will include outcomes of statutory teacher assessments
- Teachers are available to report orally to parents each term.
- Teachers / SENCO / SLT are available to meet with parents to discuss their child's progress when a meeting is required and is mutually convenient.
- Reporting to parents will be clear, succinct and informative.
- Reports to conform to statutory requirements.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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.

8. Training

Teachers and staff receive regular training on the use of assessment to ensure it is an ongoing and valued process. Direct training on the use of Target Tracker or the integration of the new EYFS baseline will be enacted as required, plus ongoing training is provided for the pedagogical aspects of integrating assessment into a daily lesson – for example with the use of cold tasks are regular features of INSET training and staff development meetings.

Regular training is also carried out on the specific assessment needs for special needs pupils and those with (un)identified learning needs. Assessment and monitoring helps assess pupils with undiagnosed

learning needs and our staff are trained to identify these concerns and discuss them during the termly pupil progress monitoring cycle.

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
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed every two years 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.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

Moderation

Lesson Observations

Pupil Progress Meeting

Data Tracking and Summaries

Book Scrutinies

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Teaching & Learning Policy