Assessment Policy

September 2026

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

Aims and Principles of Assessment

To ensure that:

• assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.

• High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)

• the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.

• there is always a clear purpose for assessing and assessment is fit for its intended purpose.

• assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.

• assessment provides information which is clear, reliable and free from bias and informs teaching and learning.

• assessment supports informative and productive conversations with pupils and parents

• children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.

• we achieve our assessment without adding unnecessarily to teacher workload.

• assessment is inclusive of all abilities.

• a range of assessments are used including 'Day to Day In-School Formative Assessment',

‘In School Summative Assessment and ‘Nationally Standardised Summative Assessment.’

Delivery

At Ashwood Park Primary School, we use three broad overarching forms of assessment: ‘Day to Day In-School Formative Assessment’, ‘In-School Summative Assessment’ and ‘Nationally Standardised Summative Assessments’.

Day-to-Day in-school formative assessment

‘Day to Day in-School Formative Assessment’ is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil 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. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through ‘Day-to Day In-School Formative Assessment’s we will

• support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve and set/review half termly pupil targets which are shared with parents.

• ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

• following Day-to- Day assessments record and report progress through the school assessment markbook system

A range of ‘Day-to-Day In-School Formative Assessments’, will be used including, for example,

• reference to age related expectations in assessment markbooks for Reading, Writing and Maths

•- making use of rich question and answers

•- Marking of pupils’ work, particularly highlighting areas of success development and/or improvement areas

•- Observational assessments

•- Regular short re-cap tasks

•- Scanning work for pupil attainment and development

•- Discussions with children

•- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success-criteria

•- Peer assessment

•- Pupil conferencing

‘In-School Summative Assessment’

In-school summative assessments will be used to monitor and support children’s performance and provide further evidence towards the school markbook system. They will provide children with information about how well they have learned and

understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider out comes at termly parents evenings. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

• End of year tests and half termly assessments
• Short end of topic or unit tests or tasks
• Reviews for pupils with SEN and disabilities
• Termly monitoring of markbooks by SLT
• Termly 'best fit' assessment relating to the National Curriculum age related expectations reported on SPT for Reading, Writing and Maths
• End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

• Assessment against Early Learning Goals at the end of Reception
• A phonics screening in Year 1
• National Curriculum teacher assessments at the end of Key Stage 1
• National Curriculum tests at the end of Key Stage 2

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of the school assessment markbook system and Integris and SPT where needed. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate the content and delivery of the school's assessment policy to ensure it is in line national expectations.

Monitoring and Evaluation

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the School Improvement Committee.