



**Teversham Church of England  
Primary School**

# **Assessment Policy**

**2025-2028**

**STATUTORY**

**DATE ADOPTED: March 2025**  
**REVIEW DATE: March 2028**

Inspired by God's love for us, we seek to be a loving, serving, learning community in which our belief that all people should be valued for who they are in God's image creates a culture where all can explore, discover, flourish and therefore achieve their best.

*"We love because God first loved us" 1 John 4:19*

In our school, the value of "love" underpins everything we do. At Teversham, each member of the school community is encouraged to love and respect themselves, others, God, and his world. We believe that all people are made in the image of God and are valued because of this. Our school is a place where everyone should be able to flourish in all aspects of their development. We ensure a tailored approach which gives each child the tools needed to succeed and values the uniqueness of each child.

#### 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

#### 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. Our vision for assessment

At Teversham CE Primary School, we believe that effective assessment provides information to improve teaching and learning. Assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum. We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These daily interactions are what provide the soundest judgements of pupil progress and are what should consistently inform planning and teaching. We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over the long-term. We do recognise though that progress in learning is not linear and therefore children should not be judged solely on the basis of single assessments or tests. The detailed assessment information we gather is always used to support our future teaching to ensure it is planned and pitched thoughtfully to take into account all of our pupils' needs. We give parents regular updates on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

#### 4. Assessment approaches

At Teversham, we use a range of methods of assessments:

- a) Day-to-day formative assessment
- b) Summative assessment
- c) National statutory assessment

a) Day-to-day formative assessment

Day-to-day formative assessment refers to the ongoing and continuous process of gathering information about pupils' learning and understanding on a regular basis. It is the most crucial type of assessment, as it informs the next steps in teaching and learning. It allows teachers to understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Methods of formative assessment used consistently by teaching staff at Teversham CE Primary School, include looking at pupils' work in books (including that captured within floor books), observational assessments in and outside the classroom, low stakes quizzing, hinge / exit questions, discussions with pupils and peer and self-assessment.

b) In-school summative assessment

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for pupils and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress. Summative assessments will also be used by school leaders to monitor the performance of pupil cohorts and groups, 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 (see table below).

<b>In-school summative assessment used</b>	<b>When</b>	<b>Year groups</b>	<b>Where recorded</b>
Spelling assessment	Termly	Y1-6	Document on Sharepoint
Multiplication assessment	Termly	Y2-6	Document on Sharepoint
PIRA assessment	Termly	Y1-6	FFT Aspire
PUMA assessment	Termly	Y1-6	FFT Aspire
Writing teacher assessment	Termly	Y1-6	FFT Aspire
EYFS point in time assessment	September baseline and termly	YR	FFT Aspire
EYFS teacher assessment against checkpoints	Half termly	Pre-school and YR	Document on Sharepoint
Little Wandle Phonics assessments	Half termly	YR, 1 and 2	Little Wandle and saved to Sharepoint

End of unit assessments for science, computing, RE, History, Geography, Art, DT, PSHE, PE, French, Music.	Half termly at end of each unit	Y1-6	Document on Sharepoint
Practice KS2 SATS	Autumn 2, Spring 1, Spring 2	Y6	FFT Aspire
KS1 SATS (no longer a statutory assessment, but used as a helpful benchmark)	Spring 1, Spring 2, Summer 1	Y2	FFT Aspire
Practice phonics screening check	Spring 2 and Summer 1	Y1	Document on Sharepoint
Practice Multiplication Test Check	Spring 2 and Summer 1	Y4	Document on Sharepoint

### c) National statutory assessment

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too.

#### Early Years Foundation Stage (EYFS):

- The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5; these standards must be met by all early years providers to ensure that children learn and develop well and are kept healthy and safe. The EYFS framework promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- Within the first 6 weeks of joining reception, teachers administer the Reception Baseline Assessment.
- Across the year, we assess how children learn and how they show “Characteristics of effective learning.” These are:
  - playing and exploring - children investigate and experience things, and ‘have a go’
  - active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
  - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things’

Developing effective characteristics of learning is crucial for children's onwards learning throughout their educational journey.

- In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out no later than 25th June. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The EYFS profile data is used to:
  - inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning
  - support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
  - help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
- Throughout the year, we will observe the children, analyse and review what we see or know about each child's development and learning and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.
- We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at two other points throughout the academic year. EYFS profiles are moderated within school.
- We meet with parents in the Autumn and Spring term to discuss progress and provide a written report at the end of the summer term. This report is a written summary and contains information about how each child learns (Characteristics of Effective Learning) and an assessment against each of the seven areas of learning.

#### Year 1 phonics screening check:

- All children in Year 1 will participate in a phonics screening check. This assessment will be administered by our Year 1 teachers. The phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words - half are real words and half are non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between 4 and 9 minutes per child. Results for each pupil are included within their Year 1 end of year report.
- If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

#### Multiplication Tables Check:

- The purpose of the Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support.
- It is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question. On average, the check takes no longer than 5 minutes to complete.

### Key Stage 2 SATs:

- Children in Year 6, at the end of Key Stage 2, will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area.
- The tests are also used to assess schools' performance and to produce national performance data.
- In their child's end of year report, parents receive test results for English grammar, punctuation and spelling; English reading and Mathematics. As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

5. Feedback to pupils: We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback is information given to the learner about their performance relative to learning goals or outcomes. It should always aim to improve the pupils' learning. At Teversham CE Primary school, our teachers provide pupils with feedback guided by the principles below:

- Based upon robust assessment: a range of assessments will identify areas for improvement in pupils or gaps in their understanding. Teachers will use these assessments to inform the feedback they use in the future to be more personal and responsive to their pupils' learning needs.
- Based upon strong subject knowledge: It is important for us to have strong subject knowledge and fully understand the requirements for our year groups, so that we can be accurate with our feedback. For children working below or well-below year group expectations, a good understanding of the foundations in subjects will be important so we can prioritise our feedback. For example, we wouldn't give a lower attaining child the feedback to write a complex sentence, if they are not yet managing to write simple sentences accurately and consistently.
- As close to the learning time as is practical: Feedback is most effective when it is immediate and verbal. However, clearly it is not possible to provide verbal feedback to all pupils at the point at which they are completing their learning. Having said that, we expect our teachers to use lesson time efficiently to ensure pupils receive regular, verbal feedback. We trust our teachers to select the right methods of feedback for their pupils at the right time. In some lessons teachers will choose to circulate the room, seeing as many pupils as possible; this is particularly useful in Maths, when adaptive teaching can respond to misconceptions immediately as they arise. On other occasions, we will choose to work closely with a focus group if assessment has shown that these pupils would benefit from some collective input.
- Clearly understood by the pupil: Teachers need to adapt the language used in their feedback to match the pupil, taking into account their age, specific needs, attainment level and their capacity for taking on information. Pupils need absolute clarity of what they need to do after the feedback.

- Motivates the pupil to improve: Feedback should be framed in language that is kind, positive and encouraging. Different pupils respond to feedback in complex ways - some need careful nurturing and respond badly to perceived criticism. Others need a strong push to lead them to increased effort, whilst soft feedback makes them complacent. It is also important to bear in mind that some pupils with specific barriers to their learning, deserve feedback in a wider sense and not just on their most significant weakness – e.g. children who struggle with spelling, do not only want to hear about this when writing. Praise and reward is used judiciously: When praising our pupils, there are a number of things we like to keep in mind. We praise a pupil's efforts, not their ability e.g. You kept going even though this was tricky. We praise in specifics not generalities e.g. You used commas in this piece very well. We praise the skills a pupil has used e.g. You showed superb reasoning for this answer. We praise risk-taking e.g. I am really proud of you for challenging yourself today. We praise responsiveness to feedback e.g. You used capital letters perfectly after our chat yesterday. When we want to reward our pupils for good effort and achievements in their learning, teachers can give house points, good work certificates, a visit to senior staff or a postcard home to celebrate.
- Makes the pupil think and then leads to an action: Pupils are more likely to remember their learning if they have thought about it. Feedback should not tell pupils exactly what to do. It should be framed in a question or curiosity starter e.g. 'I wonder...' or 'What would happen if...' Having thought about the feedback, the pupils should then have an opportunity to make improvements afterwards.
- Improves the learner (not just that piece of work): Teachers need to focus on providing feedback that changes a pupil's capacity to produce excellent work in the long-term and less on simply completing the specific piece they are working on in that lesson. Teachers provide prompts, scaffolding, resources or clues and leave pupils to take improvement steps independently as much as is feasible.
- Reduced over time with more responsibility given to the pupils: As pupils engage in independent practice and gain confidence, we aim to reduce the detail in the feedback given, allowing more struggle time before offering feedback. Rather than telling pupils where their errors are, we promote independence in our pupils by encouraging them to take more responsibility for checking and correcting their work. This requires consistent modelling from the teacher on how to find and correct errors. One step along this continuum is the children working together to edit or check and correct work. Eventually, they will be better equipped and more confident to do this independently. We follow an "I do, we do, you do" approach to reduce the scaffold over time.
- Books are always read and checked: It is crucial that pupils know that their work has been read and checked by their teacher to maintain a sense of pride in their work, keep them accountable and expectations high. We expect teachers read and check all pupil work. To 'show' pupils their books have been checked, it is usual that they will see some form of marking. There is no expectation on what or how much teachers should write in pupils' books. Teachers must evaluate the likely impact of any written feedback on a pupil's learning against the time it takes them to complete it – the time versus impact ratio. Teachers may wish to use green underlining, or ticks / double ticks

to show the children what they have done well – this could be related to the LI or any other great work. It is down to their discretion as to whether to include individual comments or questions for pupils or whether they will deliver their feedback in the next lesson to the whole class, to specific groups or to individuals. In maths, teachers use a green tick for correct answers, a green dot or underline for incorrect answers. Any actions to be completed by pupils following written marking, should be completed in “red responding” pen.

- Planning ahead whilst looking at books: It is crucial that, when looking at pupils’ books, teachers think about and make adjustments to future planning based on what they have seen. The key things for teachers to note down are any misconceptions that are evident, building their understanding about specific pupil gaps and / or common issues across the class, which need to be addressed. Teachers will then adapt their planning and create or locate resources that are required to close the gaps and address the misconceptions identified.
- Whole class feedback the next day / lesson: Whilst looking at pupils’ books, a teacher may well decide that the most efficient method of addressing some of the common misconceptions is to conduct a whole class feedback session the next day or lesson. This can give timely and detailed feedback, whilst minimising workload at the same time. During this short session, teachers can address common misconceptions and the children will spend some time either working independently or with peers on the focused aspect to demonstrate whether they have taken on board the feedback. This may be done in a number of ways, such as editing some writing, correcting calculations or rewriting an answer to a question. Work completed in the next lesson, following feedback, should always be written in red pen. Teachers should consider what pupils who were successful in the previous lesson should do, if the feedback does not apply to them. This may be consolidation or revision of previous skills or knowledge, a deeper thinking challenge or other extension activity.
- Utilise examples of pupil learning: Teachers are encouraged to use examples of pupil work in the next lesson using a visualiser to show good aspects of learning and progress. Teachers can also use pupil work which requires improvement, ensuring sensitivity and avoiding naming and shaming or embarrassment at all costs. This could be achieved by using anonymised examples from a previous cohort or by typing out some sentences from a child’s piece of writing to effectively anonymise the work. While the feedback is given to the one pupil whose work is displayed, the benefits ripple throughout the class as other pupils react to what is said and begin to make comparisons with their own work. Simultaneously, teachers can model the checking and editing process, building pupils’ skills and understanding of this process. Pupils can begin to do this together as they gain experience, and eventually, independently.

#### 6. Reporting to parents/carers

Assessment information will be shared with parents/carers through parents’ evenings in the Autumn and Spring Terms and in a written annual report at the end of the Summer term. Information is shared about attainment against age related expectation (reporting whether a child is working below, at or above age related expectations), effort and progress.

Annual reports to parents/carers 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
- The results of any statutory assessments taken

We greatly value our partnership with parents and are always happy to meet with them additionally at other times during the year to provide further information about their child's progress and attainment.

## 7. 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. In addition to the whole school assessments, we may use a range of standardised tests used to assess and plan support for SEND learners including PM Benchmarking & YARC (reading), Sandwell (maths), BPVS (vocabulary), PhAB (phonological processing) and the Boxall Profile (Social and emotional aspects of learning.)

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. 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

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

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