# Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head, Heart and Hand

# Assessment Policy

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| **Review date:** | **September 2026** |
| **Date of next review:** | **September 2028** |
| **Reviewer:** | **Emily Burrell (Deputy Headteacher)** |
| **Chair of Governors** | **James Coumbe** |

**(This policy will be reviewed at least every two years and/or following any updates to national and local guidance and procedures.)**

*Article 28 – 'I have the right to reach the highest level of education I am capable of.'*
*Article29 – 'The purpose of education is to develop every child's personality, talents and mental and physical abilities to their fullest potential.'*

## Rationale

At Lady Joanna Thornhill (Endowed) Primary School we have created an expansive curriculum which inspires children to be curious and compassionate in response to the world around them. We want them to develop strong skills in collaboration and the ability to show resilience when they encounter set-backs and challenges. Our ambitious curriculum has been designed to go beyond the expectations of the National Curriculum to ensure that all children leave school with the knowledge and skills (cultural capital) to be active citizens in their future world.

We know that assessment plays a fundamental role in learning and can, when used well, help children develop the mindsets to become lifelong learners. At all points in the child's school journey, we consider how assessment can be used to improve children's learning for the Head, Heart and Hand in order to give them the best preparation for the next stage of education.

As a Rights Respecting School, we work to promote the following rights of our children linked to their education at Lady Joanna: We have created our assessment system with these goals in mind.

## 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 these effectively to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## Types of Assessment

- **Formative assessment:** Dylan Wiliam defines this important use of assessment as: 'the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning'. (Wiliam 2017 p.59). We acknowledge that children learn best when they are active and motivated partners in their learning who, as they move through the school, learn 'how to learn' (metacognition) in addition to learning the specific content of the curriculum. This type of assessment is used daily in order to promote the best learning outcomes (see below 'Good Practice in Formative Assessment').
- **Diagnostic assessment:** We use a range of diagnostic assessment tools which to help us understand a child's specific strengths and difficulties in order to help adults adapt the curriculum for their needs and plan specific teaching/interventions to promote progress.
- **Summative assessment:** Whilst assessment is always ongoing, at particular points in time we take a 'snap-shot' of a child's attainment thus giving us a summary of their learning. This information is used by teachers to take stock of progress and can be used formatively to identify gaps and plan next steps in teaching. It is also used by the school to evaluate and improve its performance and promote effective working partnerships with parents through sharing information about their child's progress and attainment. Summative assessment includes Statutory Tests, other formal tests and teacher assessments against set criteria, all of which enable teachers and senior leaders to identify the needs of pupils, set realistic targets and identify trends.

## Good Practice in Formative Assessment:

At Lady Joanna Thornhill (Endowed) Primary School we promote the use of the 5 Key Strategies of Formative Assessment (Leahy et al, 2005):

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective discussion, tasks and activities that elicit evidence of learning
- Providing feedback that moves learning forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

We recognize that as teaching professionals we need to strive to continually improve our practice and model a commitment to lifelong learning. One of the ways we do this is through a focus on further developing these formative assessment strategies in staff learning sessions, through peer observation and as part of our appraisal system. We do not prescribe checklists for how these should be achieved, but instead share good practice and research to promote continuous improvement.

Some examples of formative assessment practice which are used skillfully by teachers are:

- Paired talk
- Individual use of whiteboards to capture (and promote) pupil's thinking
- Diagnostic questions, 'entry and exit tickets'
- Low-stakes quizzes – written or digital – to provide retrieval practice and inform next steps
- Sharing of learning objectives
- Careful questioning aimed at addressing misconceptions
- Co-construction of success criteria
- Use of 'boxed' criteria to develop deep understanding of writing in different genres.
- Self and peer assessment
- Analysing samples of work and comparing effectiveness to support self and peer assessment
- Modelling and encouraging editing and improving of writing
- Questions to encourage reflection on learning process and ownership of learning

## Feedback and Marking:

We recognize the vital role that feedback and marking have on pupil learning as part of the wider assessment system. Details of our approach can be found in our separate Feedback and Marking policy.

## Summative Assessment:

### Statutory Assessment

Our children take part in Statutory assessment processes as follows:

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| EYFS | Children undergo a baseline assessment during the first term of their reception year.<br>At the end of the year, teachers make an assessment (informed by moderation at school and county level) as to whether the children have reached a Good Level of Development. |
| Year 1 | Children take part in the National Phonic Screener assessment in the summer term. |
| Year 2 | Children who did not pass the Phonic Screener in Year 1 will be re-tested in June during Year 2. |
| Year 4 | Our Year 4 children take part in the Statutory Multiplication Check in June which assesses their fluency with multiplication facts. |

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| Year 6 | Children undertake the national Statutory Assessment Tests (SATs) in the summer term in Reading, Writing and Grammar, Spelling and Punctuation (GPS). Their writing is also assessment by their teacher and this is moderated by the Local Authority. |

The results of all statutory assessments are shared with parents who are also provided with guidance to help them interpret the results for their child.

**Access arrangements and reasonable adjustments:** Where statutory assessments (phonics, multiplication check, SATs) may place a barrier for a child with SEND, the school will consider and, where appropriate, apply for approved access arrangements in line with DfE/STA guidance. The SENCo (or Assessment Lead) will coordinate evidence for adjustments, record decisions in the child's file and inform parents.

**Other Summative Assessment:**

In addition to the Statutory Assessments above, children take part in assessments at different points in the school year. This encourages children to retrieve previously learnt material which research shows is vital to ensure that it becomes part of a child's long term memory. This also provides teachers with useful information regarding children's achievement compared to their peers nationally.

These assessments are detailed in our assessment overview and summarized below:

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| **Reading** | • EYFS and Years 1-2, take part in termly phonics assessments.<br>• Year 3 take NFER reading tests (standardized) once a year in the summer term.<br>• Year 4 and Year 5 take NFER reading tests (standardized) two times a year (spring and summer terms). If considered appropriate, Year 4 will complete an additional NFER reading test in the autumn term.<br>• Year 6 children will undertake a SATs style reading test three times during the year<br>• Once children move beyond decodable books linked to our Phonics scheme, they undertake 'Star Reader' tests (from our Accelerated Reader programme) four times a year to track progress and ensure that their independent reading is at the appropriate level of challenge. |
| **Maths** | • Years 1 -5 undertake a White Rose assessment at the end of the autumn, spring and summer terms (this is reported as a percentage of correct answers rather than a standardized score).<br>• Children in Years 3-5 take an NFER (standardized) maths test at the end of academic year.<br>• Children in Year 2 take a SATs style paper (KS1 optional paper) in the summer term.<br>• Year 4 children also take a digital times table assessment at the end of term 3.<br>• Year 6 children will undertake a SATs style maths test three times a year. |
| **Spelling and Grammar** | • Year 2 children complete an optional SPAG paper in the summer term.<br>• Years 3-5 children complete an NFER spelling test (standardized) at the end of each academic year.<br>• Year 6 children will undertake a SATs style GPS test three times a year. |

The results of children's assessments are held digitally on the school's assessment tracker and are used to inform teacher assessment in the relevant subjects.

## Teacher Assessment (Summative)

Teachers are constantly involved in assessing children and adapting learning both within the lesson and across lessons in response. Each October, staff will undertake a data check, reviewing how the children have settled into the new academic year and the progress they have made since starting back to school. This allows staff to adapt planning and target support accordingly.

At the end of each term (eg. 3 times a year) teachers use all of the information at their disposal to make a judgement about each child's current level of attainment in each of the National Curriculum subjects. In making this judgement, teachers will use formative assessment statements on our digital tracking system, summative assessments, quizzes, pupils' work in books, and informal notes and observations.

When a child is working within the level of their current year group, they are assessed in one of the following categories:

**Below** – the child is working below the expected level but within the current year's curriculum
**Securely at** – the child has demonstrated sufficient knowledge and skills to be working securely at the expected level for the year group.
**Above** – the child has demonstrated a 'greater depth' in understanding beyond what is normally expected for the year group.

If a child is working significantly below their cohort, teachers will use formative assessment statements from previous year groups to indicate where the child is in relation to their current year group.

**SEND and vulnerable groups:**
There may be a number of reasons children do not make expected progress and therefore may be more vulnerable. Schools have a duty to provide high-quality education for all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

In order to ensure we are carefully tracking the progress and attainment of these children, teachers will record attainment and progress for this group at the end of each short term (e.g. 6 times a year) in Reading, Writing and Maths. This allows teachers to provide prompt and appropriate support and interventions to help these children make strong progress in foundational areas of the curriculum.

**Assessing writing:**
Teachers in Years 1-6 use criterion based assessment statements to assess children's writing each term. This requires that children achieve all of the statements for their year group (secure fit) in order to be judged to be working at the expected level. Children who achieve all of the statements for the expected level are then assessed against criteria for working at 'greater depth'. This approach allows teachers to identify strengths and weaknesses and provide targeted teaching and/or intervention to develop children's writing throughout the year.

**Assessing Foundation subjects:**
Teachers use the key outcomes within each subject's long-term planning sequence to assess children on the most important composite knowledge and skills for each subject. They use pupils' work within lessons, digital or written quizzes and other assessment tasks to help inform their decisions. Although assessment of the Foundation subjects is ongoing and can be recorded at any point, summative judgements are recorded in our digital assessment tracking system along with the outcomes for Core subjects a minimum of three times a year (at the end of the autumn, spring and summer terms). PE is assessed each term using the Get Set 4 PE assessment tool which is a digital tracking system linked to the PE scheme of learning.

## Moderation

The school values moderation as a tool for ensuring effective and accurate assessment. Teachers are expected to moderate expectations informally as part of day to day year group working. Lady JoannaThornhill Primary School also moderates with local schools within the CARE Foundation Trust – a collaborative trust made up of 10 schools. This

process helps to both improve teachers' assessment practice as well as providing a natural mechanism for sharing best practice in teaching and learning approaches.

In addition, the School takes part in voluntary moderation meetings for EYFS and Year 6 (writing) held at the county level.

## Reporting to parents

We have a planned system to share important assessment information with parents at regular intervals throughout the year. This is detailed in our 'How will I know how my child is doing' document on our website: https://www.ladyj.kent.sch.uk/assessment/
Each term involves activities which promote good home-school links and support parents in understanding how their child is doing in school and how they can help at home.

## 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. 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.

## Training

The Assessment Lead (Deputy Headteacher) will keep abreast of research and developments related to assessment practice and feed this into planned staff learning sessions throughout the year. New teachers to the school will be introduced to our assessment system as part of their induction and will be supported by the DHT and year group colleagues in its implementation. Early Career Teachers (ECTs) will undertake training as part of the Early Career Teacher Framework on assessment and will be supported by their Induction tutor, mentor and year group colleague(s) with assessment during their first two years of teaching and thereafter as needed.

## Roles and responsibilities

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

The headteacher and Assessment Lead are 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers:
As set out in the Teachers' Standards, teachers are responsible for implementing effective formative and summative assessment processes with all of the pupils in their class. The school supports teachers in doing this through ongoing training and the provision of statutory Planning, Preparation and Assessment time (PPA). Teachers are also 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

## Monitoring:

All teaching staff are expected to read and follow this policy. The Headteacher and Assessment Lead (Deputy Headteacher) are responsible for ensuring that the policy is followed. They will monitor the effectiveness of assessment practices across the school, through:

- Discussions with Subject Leaders
- Analysis of data and outcomes
- Triangulation of assessments with book scrutiny and teaching and learning observations during regular monitoring (see separate Teaching and Learning Monitoring overview).
- Leading pupil progress meetings to support teachers in using assessment information effectively to ensure good outcomes.
- Commissioning external consultants as required to support teachers' understanding of effective assessment Links with other policies

### This assessment policy is linked to:

- Subject policies eg. Reading
- Marking and Feedback policy
- 'How will I know how my child is doing?' (Reporting to Parents Policy)
- Early Years Foundation Stage policy and procedures
- National Curriculum assessments information for parents