FROXFIELD
CE SCHOOL

Assessment Policy

Review Cycle:-	Biennial	Date of Next Review:-	March 2028
Approver:- Chair of Curriculum & Learning Committee	Signed:- Date:-09/02/2026	Approver:- Head Teacher	Signed:- Date:-09/02/2026

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. **Principles of assessment**

   To ensure that:

   • detailed curriculum planning which identifies important knowledge underpins effective assessment

   • assessment is used to check and develop pupils' understanding, to inform teaching, and to help pupils embed and use their knowledge fluently

   • assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and is essential in maximising learning and progress

   • high quality teaching is supported and informed by high quality formative assessment

   • the school ethos, vision and values promote and emphasise the opportunity for all children to succeed when 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 supports informative and productive dialogue between staff, children and parents

   • children are taught to understand their responsibility as learners 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

   • a range of assessments processes are in place including day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessments

3. **Assessment approaches**

   At Froxfield, we have adopted the following key principles for assessment:

   • Pupils are at the heart of assessment; any assessment needs to offer all children an opportunity to show what they know, understand and can do to improve

   • Assessment should provide a view of the 'whole learner'

• Assessment is a continuous process integral to teaching and learning; it should provide information to support progression in learning through effective planning as well as information for target setting and to inform teaching
• In order to raise standards, assessment should be used to help pupils know and recognise the standards they are aiming for
• Accurate, reliable judgements about how learners are doing in relation to national standards and expectations must underpin assessment
• Data should provide the school with information to evaluate its work and set suitable targets for further improvement

We use three 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 (assessment for learning)

Effective in-school formative assessment is the day-to-day assessment, which is carried out by teachers and support staff and is key to effective classroom practice. It enables:

Teachers and/or Support Staff to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, 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 areas for development lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Verbal and written feedback of children's work
- Observations
- Memory joggers
- Low-stakes testing
- Pupil self-assessments

4.2 In-school summative assessment

Effective in-school summative assessment enables:

Leaders to monitor the performance of pupil cohorts and individuals, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and secure the key knowledge identified in plans

Teachers to evaluate learning during and at the end of a unit of work and use this to inform any necessary adaptations to curriculum planning

Pupils to understand how well they have learned and understood the intended curriculum. 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 the curriculum

At Froxfield, pupils in Y1-6 are assessed periodically and progress and attainment data is recorded and tracked. Assessments for Reading, Writing and Maths are carried out three times a year in December, March and June.

Assessment information for the Foundation subjects is based on key learning outcomes. End of unit assessments support the accuracy of this with outcomes being used to adapt teaching.

Based on the KPIs, the tracking system for reading, writing and maths will state whether a child is working:
Significantly Below – Working 2 years or more below
WTS – Working less than 2 years below
ARE - On Track – Working at ARE
GDS - Working at Greater Depth

These assessments are based on a best fit from class work, formative assessment, test scores and a scaled score of 100 at the end of KS2 SATS practice papers.

These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required (including keep-up/catch-up) and to work with teachers to ensure that children are supported to make good progress and achieve expected attainment. Test materials are used termly to support teachers with making accurate teacher assessment judgements.

A range of in-school summative assessments will be used including, for example,
• Independent writing.
• Half-termly phonics tests.
• Twice yearly spelling and reading age tests (Yr 2-6).
• Termly standardised maths tests (Yr 2-5)
• Reviews of progress against Pupil Passport Targets for pupils with SEND.
• Teacher judgements against National Curriculum age related expectations.
• NFER tests in Reading, Maths Arithmetic and reasoning (Y2 -5).
• A range of practice SATS in Y6.
• End of unit assessments.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

Leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make good progress and achieve well.

Teachers to understand national expectations in order to support children to meet these.

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 the Reception year

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

4. Assessment and Reporting in the Foundation Stage

On entry to Reception, our pupils are assessed using a National Baseline Assessment alongside in-school observational assessments. Baseline observations are discussed, moderated, recorded and used to help staff understand children's achievements, interests and learning needs to inform planning and teaching. It also aids the early identification of pupils with additional or special needs, enabling appropriate support to be put in place.

Teaching staff administer the online Government Reception Baseline Assessment (RBA) tasks (Literacy and Maths). After completion of the RBA, teachers receive a series of short, narrative statements that tell them how pupils performed in the assessment. Throughout the Reception year, the EYFS staff will make on-going, formative assessments of children on a regular basis.

Evidence includes:
• Knowledge of the child
• Photos
• Written and /or drawn work
• Discussions or responses to questions
• Planned and un-planned observations of day-to-day interactions
• Summative assessments e.g. phonics checks
• Information from parents or other relevant adults.

EYFS staff will use this cumulative evidence to judge whether a child's learning is:
• Not yet reaching expected standard
• Meeting expected standard

Each term, every child's attainment is recorded on the school's tracking system. At the end of the year the staff assess each child against the Early Learning Goals (ELGs) and provide a commentary for parents describing each child's skills and abilities against the three characteristics of effective learning:
• Playing and exploring
• Active learning
• Creating and thinking critically

Attainment in each of the ELGs is reported as Emerging (not yet meeting expected levels) or Expected (meeting expected levels).

6. Pupil Progress Meetings

- These are held on a termly basis and are attended by the class teacher and headteacher as follows:-

- Prior to the meeting the headteacher and teacher analyse the data to identify key areas for discussion within the meeting.
- The foci of the pupil progress meetings are:-
    - To discuss attainment and progress generally within the class using the headteacher's termly data analysis and teacher's knowledge of pupils and context

- To identify any attainment and progress issues for particular groups of pupils (boys, girls, SEN, FMS, disadvantaged)
- To review timetabling, planning and pedagogy to close any gaps and maximise progress
- To set targets for all pupils and identify those that require additional support, devising plans/programmes to accelerate progress.

7. Standardisation/Moderation

It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. Moderation is therefore important to ensure a consistent approach in assessment throughout the school.

At Froxfield:
• Teachers meet on a half termly basis to analyse and moderate reading, writing or maths assessments. The format and focus of this moderation is decided on a termly basis by the Headteacher.
• Subject Leaders also moderate work through planning and book scrutinies, feeding findings back to members of staff.
• Y6 teachers attend standardised assessment training sessions run by the LA to ensure our judgements are in line with other schools.
• During the summer term, teachers in Reception, Year 1 (phonics) and Year 6 are involved in formal teacher assessments, which may be subject to LA moderation.
• We participate in moderation sessions within the Small School Cluster
• NFER tests ensure termly standardisation of assessments enabling a triangulation of classwork, informal and formal assessments.

8. Reporting to parents

Reports to parents are given verbally at parents' evenings at least twice a year with information on the children's attainment and their next staps. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Their child's social and emotional development, learning behaviours etc.

Open Wednesday is available weekly, at 3.15pm, to enable parents to see their child's work and talk with the class teacher. In addition more formal meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

9. 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. More information can be found in our SEND Policy.

10. Training

In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.
Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Lead will ensure that best practice is shared and will endeavour to keep up to date with latest research. The Assessment Lead will also attend any Primary Assessment Network meetings and subscribe to the weekly Assessment Update email from Standards and Testing Agency.
Internal assessment systems will be continually reviewed and evaluated to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

11. Roles and responsibilities

11.1 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 through data analysis

11.2 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

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

12. Monitoring

This policy will be reviewed every two years by the Assessment Lead. At every review, the policy will be shared with the Curriculum and Learning Committee