



**Bishop David  
Sheppard**

**CE Primary School**

Following Jesus, together we succeed

# Assessment Policy

Date: September 2022

Renewal Date: September 2025

This policy has been adopted with the approval of the Governing Body. It will be renewed on a regular basis. This policy reflects the ethos of the articles agreed at the U.N. convention on the Rights of the Child.

*Following Jesus, together we succeed*

## 1. Aims

Our 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

Bishop David Sheppard is an inclusive school, which recognises a child's right to a broad, balanced, relevant and challenging curriculum, appropriate to their individual abilities, talents and personal qualities. We aim to make equality of opportunity a reality through consistent implementation of inclusivity by all staff, who work towards identifying and eliminating the barriers to a successful, accessible education for all our children.

## 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](#)

## 3. Principles of assessment

At Bishop David Sheppard CE Primary, we believe that assessment is a continuous process which is integral to teaching and learning while allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

## 4. Assessment approaches

At Bishop David Sheppard CE 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

At Bishop David Sheppard CE Primary, we use a range of techniques to inform teachers' formative assessments. These include, but are not limited to, marking and feedback, questioning, observations, self/peer assessment and/or regular short recap quizzes.

- › **Marking and feedback** is used on a daily basis to indicate to the pupils what they have achieved and what they need to try to do next to improve their work. Please see Marking policy for further details.
- › **Self/peer assessments** are used to encourage pupils to be active participants in their own learning. Pupils are taught to recognise their successes and identify their own next steps. Success criteria are usually used to support pupils with this.
- › **Questioning and discussion** is encouraged within lessons to elicit pupils' thoughts, opinions and ideas. Teachers are able to make judgements from these classroom discussions and immediately address misconceptions and support future teaching and learning.
- › **Observations** enable teachers to monitor pupils' interactions and understanding during the learning process.
- › **Recap quizzes** enable teachers to assess pupils' understanding of unit material as it is taught.

#### 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

Pupils in Key Stage 1 and 2 are formally assessed in English and Maths at three points during the school year.

Standardised tests (such as NTS) in Reading, SPAG and Maths are carried out towards the end of Autumn, Spring and Summer terms and the results are recorded. In line with national tests, pupils will receive a standardised score for each test and deemed to be working either at 'Expected Standard' (EXS), 'Working towards National Standard' (WTS) or 'Working at Greater Depth' (GDS). At these same assessment points, teachers will assess pupils' independent writing against the writing progression documents.

Throughout the year, progress towards maths and spelling objectives are measured using summative end of unit tests.

Each set of results enables teachers and leaders to monitor progress of individuals, groups and cohorts as well as identify future teaching points and those pupils who may require further support and intervention.

At the end of each term or unit, teachers are required to make a summative assessment of each pupil across Science and the foundation subjects. The range of formative assessment methods used during the teaching and learning process of each unit help to inform this decision. Pupils are deemed to be working either at 'Expected Standard' (EXS) or 'Working towards National Standard' (WTS).

Children within EYFS are assessed on entry to Buttons Nursery, Foundation 1 and Foundation 2 using the Early Years framework profile. Assessments continue throughout the year through both child initiated and teacher led learning activities. In line with the rest of the school, progress data is collated and monitored, and teachers and leaders identify next steps in learning and any children who may require further support.

#### 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
- › Phonics screening check in Year 1
- › Phonics screening check in Year 2
- › Multiplication Tables Check (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

Summative data will be collated termly by class teachers and analysed accordingly.

Data for English and Maths will be discussed by class teachers, the headteacher and the SENDCO during termly pupil progress meetings. These discussions will be used to inform future planning and next steps in learning; any support/intervention will also be put in place after these discussions.

Summative data for Science and foundation subjects will be analysed by subject leaders and appropriate action taken to support the future attainment and progress of all pupils.

## 6. Reporting to parents

We encourage parents to be active participants in their child's learning and therefore provide an open door policy whereby they can seek advice and support from any member of staff. In addition to this informal approach, formal feedback opportunities are offered to parents at

various points during the school year. Formal parents' evenings allow teachers to discuss pupil attainment and progress during the year and end of year reports will also detail pupil achievements including any key assessment data from national standardised assessments.

## 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. Staff may use p-scales or national curriculum objectives from other year groups to support the on-going assessment of these pupils. These are provided through BSquared which breaks down objectives into smaller achievable steps and allows progress to be closely monitored and tracked. Progress towards SEND pupils' targets will be discussed and reviewed during regular SEND reviews.

## 8. Training

All teachers have access to this policy and any changes are regularly reviewed and communicated by the leadership team.

Staff meetings and continuing professional development opportunities are actively sought to ensure teachers are aware of good practice. Both internal and external moderation of judgements take place during the school year to ensure judgements are accurate and fully informed.

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

### 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
- › Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### 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 in September 2025 by the Assessment Co-ordinator. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Assessment Co-ordinator and the headteacher will monitor the effectiveness of assessment practices across the school, through:

- › Moderation
- › Learning Walks
- › Book Scrutiny
- › Pupil Progress meetings

## 11. Links with other policies

This assessment policy is linked to:

- › Curriculum policy
- › Marking policy