



Assessment Policy

Author of Policy	M Sherwin, Principal, Assessment Lead
Policy Approved by	M Sherwin – delegated responsibility from LAC
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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

Legislation and guidance

This policy aligns with:

- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Principles of assessment

At Castercliff Primary Academy assessment for, and assessment of, learning is a continuous process which involves the seeking and interpreting of evidence to decide where children are in their learning, where they need to go next and which is the best pathway to get there.

The aims and objectives of assessment in our school are:

- To enable our pupils to demonstrate what they know, understand and can do in their work
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To help our pupils to understand what they need to do next to improve
- To provide regular information for parents that enables them to support their child's learning
- To contribute towards accountability data

Assessment approaches

At Castercliff Primary Academy we see assessment as an integral part of teaching and learning, and as such 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.



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

Formative assessment at Castercliff Primary Academy includes, but is not limited to:

- Marking and feedback
- Questioning
- Self- and peer-assessment
- Low-stakes quizzes

Further information on the formative assessment methods used in school can be found in the feedback and marking policy

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

Summative assessments of children's achievements are made by teachers, and recorded on Target Tracker, three times each year at Castercliff Primary Academy. Teachers may also use short summative assessments on a regular basis, such as spelling and maths facts tests, and end-of-unit maths assessments, to inform their ongoing formative assessment of each child's progress. Summative reading age assessments are also done twice per year.

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
- **Children and parents** to understand how children are performing in comparison to children nationally

Nationally standardised summative assessments conducted at Castercliff Primary Academy are in line with the Department for Education's requirements of statutory assessments in maintained schools.

Collecting and using data

In-school summative assessment data is recorded securely on Target Tracker, in order to allow senior leaders and teachers to track the progress and attainment of individuals and groups.

Nationally standardised summative assessment data is also recorded on the school's MIS and /or Target Tracker; from there it is reported to the Standards & Testing Agency (STA) or Lancashire County Council in line with statutory reporting requirements.

Data is also reported to parents, as outlined in the 'reporting to parents' section of this policy below.

Reporting to parents

At Castercliff Primary Academy, assessment data is reported to parents termly:

- In Autumn and Spring terms, summative assessment data is shared as part of the parents' evening.
- In Summer term, assessment data is shared as part of the end-of-year pupil report to parents.

As per [DfE regulations](#), end-of year reports to parents 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, including the total number of possible attendances for the child, as well as the total number of unauthorised absences for the child.
- The results of any statutory assessments taken, by subject and outcome



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.

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

Principal

The principal 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

Teachers

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



Monitoring

This policy will be reviewed at least every 3 years by the assessment leader. At every review, the policy will be shared with the Local Academy Council.

All teaching staff are expected to adhere to this policy. The Principal is responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations and drop-ins
- Work scrutiny
- Progress review meetings

