

Sunning Hill Primary School



Assessment Policy

February 2025

Linked Documents:

National Curriculum 2014, Teaching and Learning Policy, SEND Policy,

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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
- Set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of Assessment

- *Assessment is an integral part of teaching.*
- *High quality, in depth teaching, is supported and informed by high quality formative assessment.*
- *The school ethos promotes and emphasises the opportunity for all children to succeed if Teaching and Learning is informed by effective assessment.*
- *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 provides information which is clear, reliable and free from bias and informs teaching and learning.*
- *Assessment supports informative and productive conversations with pupils and parents.*
- *Children take responsibility for achievements 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.*
- *Assessment is inclusive of all.*
- *A range of assessments are used for different purposes.*

4. Assessment approaches

At Sunning Hill Primary School we see assessment as an integral part of teaching and learning, and it is closely linked to our curriculum.

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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 Formative assessment

Effective in-school formative assessment enables:

- **Staff** 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 outcomes 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.

Daily in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development and enables staff to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports staff to provide appropriate support or extension challenges (activities to deepen understanding) as necessary and informs progress. It enables staff to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Sunning Hill uses a wide variety of approaches to effectively implement in-school formative assessment:

- AFL tasks are used in a variety of subject to assess what the children already know and understand.
- AFL tasks targeting fluency, reasoning and problem solving in Maths;
- 'show me what you know' tasks at the end of units across foundation subjects;
- the use of key learning activities to assess children's learning in History and Geography
- higher order questions being asked to the pupils within lessons.

Through daily 'in-school formative assessment' we are able to:

- support children in measuring their knowledge and understanding against age appropriate learning concepts and milestones identifying where they need to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- provide effective marking and feedback (see separate policy) to children at that point of learning
- Revisit learning concepts regularly following a sequential system which will embed age related expectations (sticky learning)
- Feedback to learners through marking and assessment at that point of learning (See policy)
- Revisit and assess achievement of key concepts (KPI's) to embed and secure understanding (Bromcom)
- Two pieces of assessed writing per term to support judgement in writing (Extended Write)

4.2 Summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where additional support may be required and work with staff to ensure pupils are supported to achieve sufficient progress and attainment. Any trends identified will be supported through whole school CPD.
- **Staff** to evaluate learning at the end of a unit or period of time and the impact of their own teaching and revisit concepts where appropriate
- **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 of learning.

In-school summative assessments will be used to monitor and support children's performance against age related expectations and their individual targets in:

- Reading
- Writing
- Spelling, Punctuation and Grammar
- Mathematics
- Phonics
- Foundation subjects

They will provide all children with information about how well they have learned and understood throughout the term and provide feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Staff will make use of in school summative assessments to evaluate both pupil learning at the end of a term and the impact of their own teaching. Analysis and discussion regarding children's progress and achievements will take place during pupil progress meetings and shared with parent/guardians through parents evening and school reports. Both approaches will support staff in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where additional support may be required and to work with staff to ensure pupils are supported with their progress and attainment. Any trends identified will be supported through whole school CPD.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where additional support may be required, and work with staff to ensure pupils are supported to achieve sufficient progress and attainment. Any trends identified will be supported through whole school CPD.

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- **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:

- A Baseline Assessment in Reception Class
- Early Years Profile teacher assessment at the end of the EYFS (Reception)
- A phonics test in Year 1 (retaken in Y2 if the child did not pass)
- National Curriculum tests at the end of Key Stage 2
- Year 4 Multiplication Test

5. Pupil Progress Meetings

Class teachers will take part in pupil progress meetings each term with the assessment co-ordinators. During these meetings, teachers will discuss:

- Children's progress against NC expectations
- Teacher assessments in conjunction with termly test results
- Teaching and Learning in the classroom
- Achievements of vulnerable groups and key children
- Mental health and well being
- Behaviour and attitudes to learning

From these discussions, actions will be agreed and where required additional support put in place. This will be recorded termly on the additional support timetable for each class.

6. Recording Data

Termly teacher assessments are recorded for all pupils in Bromcom. These assessments (a score from 0-3) are against National Curriculum requirements in Reading, Writing and Mathematics. In addition, termly test results for Mathematics, SPAG, Reading and Phonics are recorded alongside teacher assessments and are analysed as part of the pupil progress meetings. Whole school data is collaborated each year and shared with staff and the governors. Foundation subject assessments are completed at the end of a unit

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 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

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will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties. PIVOTs assessments will be used for identified children which measures progress and areas of learning are broken down into small steps

8. Roles and responsibilities

8.1 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 and challenging school leaders as appropriate.

8.2 The Head Teacher and Assessment Lead

They are responsible for:

- Ensuring that there is a shared understanding and common practice amongst staff.
- Ensuring that the policy is adhered to and evaluating the effectiveness.
- Monitoring and analysing results of summative assessments
- Developing effective target setting strategies.
- Ensuring that statutory requirements are fulfilled
- Monitoring standards in core and foundation subjects
- Prioritising key actions to address underachievement
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Reporting to the governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and adhering to the assessment timetable.

9. Monitoring

This policy will be reviewed annually. At every review, the policy will be shared with the governing board.