

ASSESSMENT POLICY



To be reviewed: Every 2 years

Adopted by Governors: N/A

Amended and Reviewed by ST and KS: 16/1/2026

To go to: Curriculum Committee

Approved by Governors: Jan 2026

'It is not in the stars to hold our destiny but in ourselves'

Intent:

This policy follows decisions about the curriculum and will be updated as necessary to meet the needs of a changing curriculum and 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated
- Ensure high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND

Our aims of Assessment at Shakespeare are to:

- Inform planning and enhance pupils' learning and performance
- Provide feedback that enables children to understand what they have done well and how they can improve
- Engage the pupils in their own learning process and self-assessment is an essential part of this
- Improve motivation or raise the level of challenge
- Track individual progress, identify individual needs and provide appropriate intervention where required
- Increase pupils' personal development
- Involve parents and report to them about their child's progress
- Analyse the performance of groups and cohorts of pupils to identify priorities for school development

Implementation:

Assessing a child's learning is a key skill which all good and outstanding teachers have at their fingertips. Assessment is critical as it is the teacher's way of finding out what a child can or can't do so that the next learning experience that a teacher plans, takes account of this information and provides for that child's next steps in learning. It is the responsibility of all teachers to ensure that assessment is an integral part of the teaching and learning experience at all levels – from planning through to delivery and evaluation.

Assessment for Learning (AFL) - Formative assessment

Formative assessment referred to as Assessment for Learning is one of the most effective tools at a teacher's disposal. Assessment for Learning, is the day-to-day ongoing assessment which enables teachers to identify the next steps in pupils' learning and to enable children to have greater involvement and responsibility for their own learning.

This form of assessment is an integral part of the teaching and learning process at Shakespeare Primary School and is the single most important factor in raising the quality of teaching. The results of formative assessments have a direct impact on the teaching materials, the pace and direction of the lesson and enable teachers to activate teaching strategies which ensure learning is proceeding and all children have the best chance of success!

Effective Formative Assessment Strategies

- Clarifying, sharing and understanding learning intentions
- Engineering effective discussions, activities and classroom tasks that elicit meaningful evidence of learning
- Using effective questioning to help teachers and pupils understand where they are in the learning process
- Providing feedback (written, verbal, collaborative, high-quality dialogue, and self/peer feedback) that moves learning forward
- Activating children as learning resources for one another
- Activating children as owners of their own learning
- Use of low-stakes quizzes and retrieval activities to strengthen long-term retention

These strategies play a vital role in moving learning forward, and we are committed to developing and strengthening these approaches across all teaching staff.

This model below by 'Dylan Wiliam' illustrates how he links these strategies to core assessment concepts:

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Please refer to our 'Marking and Feedback Policy for further details.

Examples of formative assessment at Shakespeare:

- Use of Shakespeare feedback options
- Low-stakes quizzes and forms
- Starter and consolidation activities
- Retrieval practice activities
- Use of exit tickets
- Evidence of learning recorded in books as part of 'The Learning Journey'
- Sharing pictures and videos on Class Dojo and Seesaw
- 'Show Me What You Know' days, providing a summary of what pupils have learned within a topic

Diagnostic Assessment

Diagnostic assessment identifies the attitudes, knowledge, understanding, or skills that pupils have not yet securely learned or acquired, and which may be preventing them from making expected progress.

Diagnostic assessment supports teachers by:

- **Identifying specific strengths and weaknesses** in pupils' learning
- **Providing information to structure targeted intervention and additional support**
- **Informing IEPs and EHCPs**, ensuring provision is tailored to individual needs
- **Informing teachers' planning**, enabling them to adapt teaching to address learning gaps

Assessment of Learning (AoL) -Summative assessment

AoL is any assessment which summarises where learners are at a given point in time and occurs at the end of the learning process – it provides a snapshot of what has been learned (both in terms of attainment, knowledge and achievement).

It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations, and provides information to help teachers plan for the next steps in children's learning. At the end of each term, teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment.

Summative assessment at Shakespeare takes the following forms:

- **DfE Reception Baseline Assessment** completed within the first 6 weeks of school
- **Ongoing Read Write Inc (RWI) unit assessments**
- **End-of-term Phonics Screening Check materials** used from EYFS to Year 3
- **End-of-unit and end-of-term White Rose Maths tests** (Years 1–6)
- **End-of-term NFER Reading tests** (Years 2–6)
- **End-of-term Salford Reading Age Assessments** (Years 2–6)
- **Common Exception Word (CEW) checklists** for Reading and Spelling (Years 1–6)
- **Use of KLIPs** to assess independent writing
- **Multiplication Tables Check (MTC) practice scores** (Year 4) and a further Times table Test in KS2
- **Past SATs papers** used in Year 2 and Year 6 to benchmark pupils' attainment against national standards
- **End-of-topic assessments in Science and foundation subjects** (Years 1–6) to identify end points not yet learned or retained and to guide further teaching
- **Appropriate summative assessments for pupils working outside age-related expectations**, matched to the year-group standard they are currently working within

How will we record our 'Summative Assessments' based on all taught objectives?

Termly summative assessments, alongside test scores, are recorded on Sonar Tracker. However, for Phonics we also use the Read Write Inc (RWI) Tracker, which provides detailed information on phonics assessments, reading book band levels, and fluency data. These summative assessments, combined with ongoing formative assessment, inform teachers' overall judgments.

At the end of every term, teachers make summative judgements in **Reading, Writing, and Maths**, as well as across all **core and foundation subjects**. These judgements are based on:

- The knowledge pupils have secured over the term
- How effectively they apply this knowledge in a range of contexts
- Their performance in termly summative assessments

Assessment judgements are moderated, and Senior Leaders analyse the data to ensure accuracy and to highlight next steps. SLT carry out data analysis and hold pupil progress meetings with teachers on a termly basis to ensure the school is on track to meet at least national expectations. These meetings provide a foundation for reporting to relevant stakeholders, contribute to the school’s SEF, and inform the planning of interventions.

At Shakespeare we use the following summative assessment codes:

	What can the child do?	Sonar Code
Working Below Year Groups Expectations	Child is not accessing or applying their current year group objectives	SEND- Pivats recorded on Provision Map Working within previous Year Group Expectations P1, P2, P3, P4, P5, P6, P7, P8 Record Year Group followed by Working Towards ect
Working Towards Year Groups Expectations	Applying some year group objectives independently	WTS
Working Towards Year Groups Expectations	Applying many year group objectives and most of the underlined KLIPS independently and with increased accuracy	WTS+
Working At Year Group Expectations	Applying most year group objectives and all underlined KLIPS independently; with confidence and increased accuracy	EXP
Working At Year Group Expectations at a higher level	Applying all year group objectives independently; with confidence, accuracy and efficiency	EXP+
Working Above Year Group Expectations	Applying all taught objectives consistently, independently; with confidence, accuracy, efficiency and depth. <i>Explaining, justifying, teaching others; making purposeful decisions and links to previous learning</i>	GD

If a child cannot access the curriculum at their chronological age, then they will be assessed according to whichever year group curriculum they are working within – for example a Year 5 child who is working securely but only just within the Year 3 curriculum will be assessed as a ‘3EXP’.

For pupils working below the national expected level of attainment, our assessment arrangements consider progress in relation to each pupil’s starting point and take into account the nature of their individual learning difficulties. Where appropriate, assessment tools such as PIVATs, the Boxall Profile, the BPVS test, or the Engagement Model may be used. This assessment data is then recorded on Provision Map to support effective monitoring of progress.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

- Early Years Foundation Stage (EYFS) profile at the end of reception

At the end of the Reception year, we record each child's level of development against the 17 Early Learning goals as Emerging or Expected. We do not report an Exceeding judgement to the Local Authority but as a school we do identify children who are working beyond the EYFS.

- Phonics Screening Check in Year 1

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a child reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2. Personalised intervention is continued as they move through KS2.

- Multiplication Check (MTC) in Year 4

The MTC is an online assessment, designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so additional support can be provided. This assessment is completed during a 3-week window in June by all children in Year 4.

- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

At the end of each Key Stage children will undertake Statutory Assessment Tests and children in Key stage 2 will undertake optional tests in order to inform teacher assessments.

At the end of KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

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/carers** to understand how pupils are performing in comparison to pupils nationally

Early Years Foundation Stage

Within the first half term, Reception age children will be assessed using teacher assessments and the statutory 'Reception Baseline Assessment'. The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Assessment is essential to ensuring children make progress. As stated in the EYFS Framework (2021), 'ongoing assessment (also known as formative assessment) is an integral part of the learning and development process'. Our accurate assessment relies on us getting to know our children well and understanding their achievement and interests. Practitioners draw on their knowledge of a child to make a professional judgement about their stage of development. The EYFS Framework does not require physical

evidence to be kept for each child but some evidence is kept if teachers feel it will support their assessment of a child. Discussions with parents and carers also supports teachers with their assessments.

The children will also be individually assessed termly throughout the Reception Year taking into account personal steps in progress. End of year data including whether or not a child has met a GLD (Good Level of Development) will be provided by the EYFS lead which are recorded on Sonar Tracker and ready to report at the request of the local authority.

Parents are kept informed throughout their child's Early Years journey, and teachers plan a range of opportunities each term to share learning. These include parent workshops, drop-ins, informal discussions, and celebrating children's work through our electronic learning journeys on Seesaw.

Moderation

What are our aims of moderation and why is it important within the assessment process?

- Develops teacher confidence and provides opportunity to share good practice
- Creates consistency and accuracy in assessments
- Empowers professional discussions and learning
- Develop teacher subject knowledge -The Whole Journey!
- Supports teachers in Identifying gaps and next steps
- Enables teachers to identify, plan and tailor intervention

We know it is essential to ensure accuracy and parity of assessment, therefore, moderation is routinely carried out, in a cycle of subjects, to ensure teacher assessment is accurate. Teachers being involved in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development. Communication and sharing good practice between staff are vital components in developing teacher confidence and ensures consistency is achieved.

When does moderation take place:

- Within planned staff meetings, insets and twilights
- In team and year group meetings
- SLT feedback
- PPA- Planning sessions
- Pupil Progress meetings
- In some case through attending LA sessions, clusters or under the guidance on LA advisors and guidance

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Our reporting procedures include:

- 'Parent Evening Meetings' taking place twice a year
- Additional 'Parent Meetings' and progress discussions are arranged as required
- Termly IEP reviews with the Class teacher, parent/carer, SENDCO and sometimes the Deputy Headteacher
- Annual review meetings for children with EHC Plans
- Annual reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. Phonics Screening Check, Y4 MTC Check and end of KS1 and KS2 SATs tests/outcomes
- Reporting to Governors through a Head Teacher's Report including all statutory information

Impact

Monitoring

M&E is an essential component of a school's strive for continuous improvement. Monitoring ensures that the assessment process takes place consistently across the school and standards remain high.

Monitoring and evaluating the Assessment Policy will be carried out at several levels.

- **Senior Leadership Team**- SLT are responsible for monitoring assessment practices and the use of data across the school
- **Subject leaders**- each subject leader is responsible for ensuring that all lessons deliver the agreed schemes of learning and that the most relevant assessments are completed
- **Governors**- at every review, the policy will be shared with the governing body

M&E (Monitoring and Evaluation) activities include:

- Pupil progress meetings with the SLT (termly)
- 'Sonar Tracker' – this is updated termly by the class teacher. It includes Summative and formative test information
- Monitoring pupils' work by subject leaders and SLT
- Book audits
- Pupil interviews / questionnaires
- Lesson observations/ appraisal feedback
- HT Feedback to Governors

This assessment policy is linked to:

- Curriculum policy
- Foundation Stage and Early Years policy
- Teaching and Learning policy
- Marking and Feedback policy

