

# Castlemorton CE Primary School



## Assessment 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/carers
- › Clearly set out how and when assessment practice will be monitored and evaluated

## 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](#)

This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

All assessment should:

- › Enable individual pupils to make progress in their learning
- › relate to shared learning objectives and success criteria
- › be underpinned by confidence that every child can improve
- › help all pupils to demonstrate what they know, understand and are able to do
- › include reliable judgements about how learners are performing, related, where appropriate, to national standards
- › involve both teacher and pupils reviewing and reflecting upon assessment information
- › provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these

- › enable teachers to plan more effectively
- › provide information to set appropriate targets at whole school, class and individual pupil levels
- › enable parents to be involved in their child's progress
- › provide information to Governors that will support school improvement

## 4. Assessment approaches

At Castlemorton 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a daily basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. Formative assessment also indicates when pupils have consolidated their learning and when they are ready to progress and enables teachers to identify children who are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. At Castlemorton, methods of formative assessment include; the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Teachers work closely with the children during lessons and 'live mark' in order to make accurate and frequent formative assessments of their work and understanding. Formative assessment enables teachers to adapt sequences of learning to focus on particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They are supported to make small steps of progress and only move on in their learning when they have consolidated learning.

### 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment enables teachers to evaluate both pupil's learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum and it is useful in informing teaching and learning in subsequent lessons. At Castlemorton, summative assessments include; Pira reading assessments, Puma maths assessments, White Rose Maths end of unit assessments, FFT spelling, phonics and reading assessments. These assessments, which are carried out during the school year, provide evidence of achievement against the curriculum objectives and demonstrate progress over a long period of time.

The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or those whom have fallen behind are targeted for interventions in class and outside of class.

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

## 5. Collecting and using data

Data about of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on ARBOR. The progress of children receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the SENCO.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year are filed on the server and are available for reference.

## 6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Castlemorton CE Primary recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

## 7. Reporting to parents/carers

Assessment data will be reported to parents/carers throughout the year – through annual reports, parents' evenings, and through access to Google Classroom.

Parents receive a written report at the end of the academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class (Reception) receive a report based on the Early Learning Goals. All reports include a comment slip for parents and parents are offered the opportunity to discuss their child's report with the class teacher before the end of the summer term. Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An Open-Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns. Staff are prepared to make themselves available at the

beginning and end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents. Parents of children with Individual Education Plans may be given an additional opportunity to meet with staff.

## **8. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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.

## **9. Training and Moderation**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Internal moderation takes place in staff meetings where teachers regularly compare judgements and agree standards.

Castlemorton CE Primary also works with colleagues in our multi academy trust to complete external moderation to ensure that our judgements are accurate and consistent with those of other schools. The school also participates in external moderation through Worcestershire Children First which involves a rigorous moderation system to ensure the accuracy of the judgements made by the school at the end of each Key Stage.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

## **10. Roles and responsibilities**

### **10.1 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

### **10.2 Head of School**

The head of School is responsible for:

- › Ensuring 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

## 10.3 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

## 11. Monitoring

This policy will be reviewed every 2 years by the head of school. At every review, the policy will be shared with the LAB.

All teaching staff are expected to read and follow this policy. The head of school is responsible for ensuring that the policy is followed.

The head of school will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and pupil progress meetings.

## 12. Links with other policies

This assessment policy is linked to:

- › Feedback and Marking Policy
- › Early Years Foundation Stage policy and procedures