High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

Assessment Policy

This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.

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Contents

1. Aims 2
2. Legislation and guidance 2
3. Principles of assessment 2
4. Assessment approaches 3
5. Collecting and using data 4
6. Artificial intelligence (AI) 4
7. Reporting to parents/carers 4
8. Inclusion 5
9. Training 5
10. Roles and responsibilities 5
11. Monitoring 6
12. Links with other policies 6

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
- 2024 assessment and reporting arrangements (phonics screening check)
- 2024 key stage 2 assessment and reporting arrangements

3. Principles of assessment

We aim to use a simple, stripped down approach to assessment that minimises testing and paper work and focuses on conversation, observation and evidence in books. There are two main forms of assessment used across the High Rocks Federation which fall in line with the 2015 Commission on Assessment recommendations.

Summative Assessment

Summative assessment at is used to 'sum up' what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.

When summative assessment takes place depends on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded in writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show the stage the pupil has reached in his or her individual journey.

Formative Assessment

Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. You might think of it as stopping every so often to check the map. Within the High Rocks Federation we refer to this form of assessment as 'assessment for learning'.

It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning journey unfolds, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be recorded in a variety of ways, and can often be seen in pupils' books in the form of next steps or corrections.

Formative assessment is shared with pupils regularly in the form of oral feedback, marking in books and meetings with teachers.

4. Assessment approaches

At the High Rocks Federation 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 can take many forms including: marking and feedback (both individually and in groups), questioning, regular short recap quizzes, self and peer-assessment, pupil conferencing and/or observations.

Formative assessment will always have a swift impact on the teaching and learning in the classroom in order to aid pupils' continuing understanding.

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 assessments include– for example, end-of-term tests for core subjects, end-of-topic or unit tests, and/or reviews for pupils with special educational needs or disabilities (SEND).

Termly core subject tests are standardised to allow for comparison with other pupils at similar points nationally.

Pupil progress meetings are used to discuss the attainment and progress of individuals, validate teacher judgements, set targets and monitor the impact of interventions.

BSquared is used as a tracking tool for SEND pupils working below the standard of their chronological year group. This is used to inform teaching and planning, as well as a summary of their skills and knowledge and the progress they have made.

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 with pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Multiplication Tables check in Year 4.
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

5. Collecting and using data

Data collection and analysis is designed to be as helpful to teachers as possible. Teachers are recommended to keep digital copies of all assessment data. This makes analysis much easier as well as ensuring that data is stored for future use.

All data collection, storage and usage is intended to have an impact on teaching and learning, guiding feedback to pupils and to parents, as well as informing the planning of the teachers.

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 Gemini. The High Rocks Federation recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism. As a rule, AI is not commonly used by the pupils in our schools.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- 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

See our Generative AI in School policy for more information on how students can and cannot use AI for their learning.

7. Reporting to parents/carers

Teachers report to parents every seasonal term. This takes place via two parent consultations and an end of year written report.

Annual reports to parents/carers will 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 that pupil, and
    - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

At the end of KS2, parents will be informed of information relating to:

- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

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

Continuing professional development is used to ensure that teachers are kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

Assessment is discussed at least termly during CPD sessions, including assessment of SEND and other vulnerable pupils.

CPD sessions are also used for moderating judgements, particularly in the core subjects. This can be internally in individual schools, across the whole Federation or even in partnership with external agencies or other schools.

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 Headteacher

The headteacher is responsible for:

- Ensuring this 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, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the executive headteacher and heads of school with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- 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 annually by the senior leadership team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior leaders are responsible for ensuring that the policy is followed.

The executive headteacher, heads of school, and the assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings.

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policies
- Marking and Feedback policy
- Early Years Foundation Stage policy and procedures