Non – Statutory Policy	
Approved by	Head
Website	Y
Email	Y

Assessment Policy

Date Approved	19th November 2026
Approved by and Position	L Mathie – Head Teacher
Review Date	Autumn 2027

Statement of intent

We believe that assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment provides us with information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they have done well and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We report to parents on their child's progress so that teachers, children and parents are all working together to support and raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide Year Leaders, the Senior Leadership Team and Trustees with information that allows them to make judgements about the effectiveness of the school.

Underlying Principles (based on the NAHT Commission on Assessment)

1. **Assessment is at the heart of teaching and learning**; providing evidence to guide teaching and learning and the opportunity for students to demonstrate and review their progress.
2. **Assessment is fair**; is inclusive and free from bias.

3. **Assessment is honest**; are conveyed in an open and honest way and are moderated to ensure their accuracy.
4. **Assessment is ambitious**; it places achievement in context against nationally standardised criteria and expected standards and plots individual progress.
5. **Assessment is appropriate**; its purpose is clear and draws on a wide range of evidence to provide a complete picture of student achievement.
6. **Assessment is consistent**; judgements are formed according to common principles, within and between schools and nationally.
7. **Assessment outcomes provide meaningful and understandable information for**: pupils, parents, teachers, school leaders, Trustees and government.

Target setting

At present we use a whole school method for setting targets in Mathematics and English which are monitored and updated as necessary. Teachers communicate targets to parents during parents' evenings. Writing targets are identified from the writing assessment grids. Number bonds and multiplication tables are the basis of targets in Maths, and from there, pupils are encouraged to be able to explain their mathematical thinking.

For children in Reception and KS1, children are also set Phonics targets.

Our method of assessment

- Our assessment system has been developed carefully to meet DfE guidance and our philosophy of assessment.
- Assessment at Battling Brook is an integral part of teaching and learning and is part of our daily practice in gathering formative information. We use a range of evidence including observations and work samples.
- We formally assess pupils during our termly 'Assessment Period' which provides summative information. Following this, staff collate their

formative assessments with the summative information to provide an accurate picture of the child.

- Assessment criteria are derived from the National Curriculum.
- Assessment judgements are moderated by colleagues in school and by colleagues in the collaborative learning alliance gateway alliance to make sure our assessments are fair, reliable and valid.

Our assessment system

- Staff monitor children in the single subjects of reading, writing and maths, from their last statutory assessment. This enables the school to track pupils against prior attainment indicators and monitor how they are progressing within their academic year and against the End of Year Expectations.
- Foundation subject attainment is also recorded on Arbor.

End of Year attainment:

Teachers primarily plan for children with the End of Year Expectations in mind. Throughout the year, staff are asked to judge/predict whether a pupil is likely to meet these end of year expectations based on how they are performing on a day-to-day basis, formative assessments and also through the use of summative testing.

Pupil Progress Meetings:

Following these end-of-term assessment judgements, meetings are held between class teachers, year leaders and members of the Senior Leadership Team. In these meetings, discussions are held about pupils and their progress. Staff identify barriers that may have affected progress and those which have supported pupils in their learning. Plans are then agreed for the upcoming term in order to adapt practice for the benefit of these pupils.

The terminology that we use to describe the attainment of pupils is consistent and clear across the school and local learning collaborative (TELA).

Greater Depth of Study (GDS) - Pupils are secure in accessing age appropriate content and are able to demonstrate a degree of mastery in that area.

Achievement can be described using the following terms -
Working At the Expected Standard (EXS) – This is when a pupil's learning is chiefly based on the appropriate year group and the pupil is usually accessing and achieving these statements.

Working Towards the Expected Standard (WTS) – This describes when a pupil is not yet secure when working at the appropriate age level but can access some of the content.

Working Below the Expected Standard (PKS) – This describes when a pupil is mainly accessing statements that are below those related to their chronological age. Should a child be deemed as working at this stage, the teacher will be asked to clarify which year group the child is working at. For example, a child working at PYG in Year 5, may be assessed/graded as working as the equivalent of a Year 2 child.

For pupils who are not able to achieve the WTS standards, we will assess using the Pre-Key Stage Standards or the Engagement Model as appropriate.

Reporting to parents

Each term we offer parents the opportunity to meet their child's teacher. At the first two meetings, we evaluate their child's general progress. We encourage parents to contact the school if they have concerns about any aspect of their child's work in between these times. It is important to note that a teacher may contact a parent/carer for an interim meeting should the need arise.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Parents have an opportunity to review

and discuss the report with the class teacher in a final meeting towards the end of the year if they so wish.

Reports for pupils in Year 6 also provide details of the standards achieved in the national tests. Pupils in Year 1 will receive results of the Phonics screening test and children in Year 4 the results of the Multiplication test.

Feedback to pupils

We believe that feedback to pupils is essential, as it tells them how well they are progressing and what they need to do next in order to improve their work. (see separate marking and feedback policy)

Monitoring and review

Our Senior Leadership Team are responsible for monitoring the implementation of this policy. Assessment information is reviewed termly and used to inform Pupil Progress Meetings. We set challenging targets that all children should make 'Good-Better than national' progress and this forms part of the appraisal process.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Assessment feedback should inspire greater effort and a belief that, through hard work and practice, even more can be achieved.

This Policy should be read in conjunction with the Marking Policy.