



Church Hill C of E Junior School

'Let Your Light Shine' (Matthew 5:16)



Together Everyone Achieves More

Assessment Policy 2026

Signed by: 
Date:2/3/26.....
Approved by Governor
Date: ..2/3/26.....
Signed on behalf of the Governing body: 
(Chair of Governors)
Next Review Date: September 2027

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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](#)

3. Principles of assessment

At Church Hill C of E Junior School every child is recognised as a unique individual and this is why we use assessment to ensure learning is tailored to individual needs. Through our vision, *“Let Your Light Shine” (Matthew 5:16)* we aspire for ALL children to celebrate their strengths and be proud of their achievements. With this child-centred approach we endeavour that on leaving our school, pupils are able to lead a life rich in knowledge, extra-curricular talents and mental stability. Research identifies how schools can make a difference through carefully identifying pupil needs and rapidly responding through expert practise. As a Church of England school, leaders within our setting ‘pursue social justice and wellbeing of all, showing love for the disadvantaged, marginalized and vulnerable’- just as Jesus did through the many references of His good work in the bible. This is at the heart of assessment. This is a legacy we are passionate about carrying forward through the principles of the established religion which is core to the systems outlined in this policy.

(Church of England Vision for Education,
Deeply Christian, Serving the Common Good Autumn 2016)

Leaders are clear that assessment must be used as a tool with the child's interest entirely at the centre. All assessment systems must not be unnecessarily burdensome for teachers' workload. This will be reviewed regularly in line with the school's wellbeing policy.

4. Assessment approaches

At Church Hill C of E Junior School 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 includes:

- Ongoing assessment of understanding throughout the lesson (questioning and discussion, mini quizzes, whiteboard tasks, verbal feedback, ping-pong teaching approach)
- Short, written tasks evaluated every lesson (Red, Amber, Green rating the Learning Objective, retrieval challenges, peer (green pen) and self (red pen) reflections linking to De Bono's Thinking Hats, rapid or detailed marking against learning objectives and success criteria, as detailed in marking policy)
- Post-lesson, follow-up strategies (Red, Amber and Green trays for intervention, using feedback to inform the next stages of learning and planning)
- Wider assessment through Forward 10s, observations and learning walks.

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:

- All Year 3 students will undertake baseline assessments in reading, grammar, maths and dictation during the first 2 weeks of the year since Y2 SATs are optional. This is to ensure there is a data point from which to measure progress.
- Termly tests in Reading, Grammar, Maths and Dictation. These will give all children a score which can be converted in to Working towards the expected standard (WTS), working at the expected standard (EXS), or working above the expected standard – greater depth standard (GDS).

- Termly, an analysed independent piece of writing from their 'Author at Work' book against a set criteria specific to their year group. These will be moderated in school once a year and across schools in the Melton Vale, once a year.
- Teachers will use test data, work in books and observations during lessons to assess using their professional judgement whether a child is 'On track to be or is... WTS/ EXS/ GDS'. They will insert this teacher assessment in to the Teacher assessment grid (TAG).
- Test data will be recorded on the 'Test Trackers'.
- Information will be used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings. It will also be used to inform planning .
- Pupils with SEND may have different arrangements in line with their Education Health Care Plan (EHCP) or Individualised Education Plan (IEP) (see SEND policy).

Assessment for Foundation Subjects takes place through 'Pupil Book Studies' in line with Alex Bedford's research. This system evaluates the effectiveness of the school's curriculum in 4 ways:

1. Check the purpose and coverage of planning is in line with what is being delivered.
2. Evaluate the quality of teaching and understanding by looking at books and talking with pupils.
3. Get a strategic view focusing on the quality of education.
4. Make informed decisions to share strengths and take immediate action to address limitations.

Annually, teachers complete the 'Foundation Subjects Tracking Assessment Grid' (FS TAG) using the same terminology WTS/ EXS/ GDS. This will be teacher judgement based on the formative assessments outlined above. Each subject leader is responsible for setting out and upskilling staff in how best to assess their subject.

4.3 Statutory, nationally standardised summative assessment

Statutory, 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.

For Junior schools:

Statutory, nationally standardised summative assessments include:

- National Multiplication Tables Check at the end of Year 4
- National Curriculum tests (reading, GPS, maths) and teacher assessments (writing and science) at the end of Key Stage 2 (Year 6).

5. Collecting and using data

Data is collected at each assessment cycle (termly), as detailed within this policy and analysed by the assessment leader. This data is disseminated and acted on by all members of staff.

Data Analysis

The Headteacher/ Deputy Headteacher/Assistant Head utilise the assessment data analysis to inform the:

- Pupil Progress Meeting (PPM) discussions
- School Self Evaluation Form
- Termly Headteachers Report to Governors
- Termly data report to Governors
- Learning Improvement Plan
- Staff Performance Management

Pupil Progress Meetings

These are held on a termly basis and are attended by the Headteacher, Deputy Headteacher, Assistant Head and the year group teachers, including Head of Year.

The focus of the pupil progress meetings is:-

- To discuss attainment and progress generally and for groups within the cohort, identifying what is working well and what are the areas for development.
- Identify what the next steps are to ensure pupils who are not on track, get back on track. This may involve adaptations to whole class teaching, planning based on gaps analysis or the organisation of intervention groups.
- Year groups should come prepared with their PPM template completed.
- Termly, a staff meeting 'Key Data Summary' will be held to update staff on whole school successes and steps forward. Staff will use the data to identify and target children in danger of not meeting their target.

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunity to achieve.

Transition meetings are held between class teachers and with the feeder schools at the end of Year 6

When children move schools, information is sent through the CTF (common transfer file).

Mid-term starters (MTS) should sit the tests taken in the last assessment cycle for Reading, Maths and GPS (unless they join within 4 weeks of the next whole school testing cycle). A writing assessment will be made in line with the next unit's 'independent write'. Data should be entered on test trackers.

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. Church Hill C of E Junior School 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 projects, 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

This section outlines the procedures and expectations for reporting pupil attainment, progress, and wider development to parents and carers. All staff must follow these arrangements to ensure consistency, clarity, and alignment with statutory requirements and school practice.

Overview

Reporting to parents/carers is structured across the academic year to provide timely, accurate and purposeful information about pupils' learning and development.

Autumn Term Parents' Evening (October)

- This meeting provides parents/carers with early feedback regarding pupils' settling-in, attitudes to learning, wellbeing and initial indications of strengths and needs.
- Teachers must prepare by reviewing pupils' early work, classroom engagement, pastoral information and any relevant assessment data collected to date.
- The focus is on establishing strong home-school relationships and identifying any early support required and how parents can support this at home.

Spring Term Parents' Evening (Pre-Spring Assessment Cycle)

- This meeting takes place in January before the spring term assessment cycle.
- Teachers must report on recent **autumn assessment outcomes** and overall progress made during the first term, which feeds into identifying key strengths and next steps.
- They must subsequently discuss targets for the spring term and outline planned classroom or intervention support, along with how parents can support this at home.

End-of-Spring-Term Data Report

- A **written summary report** is sent to parents/carers at the end of the spring term.
- This report summarises attainment and progress in **reading, writing, and maths**, based on the **spring assessment cycle**.

End-of-Year (Summer Term) Report

- All staff must produce a **comprehensive written report** for each child at the end of the summer term, covering:
 - Attainment and progress in all subjects
 - Personal development and contributions to school life
 - Strengths, achievements, and next steps
 - Attendance information
 - Statutory assessment outcomes where relevant (e.g., Y4 MTC, Y6 SATs)

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. These may vary according to the needs of the children. They may include: progression documents for EYFS or KS1, Autism progression framework, Boxall profile. 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

Training is delivered regularly through the school's INSET and is in line with the school's learning improvement plan. Moderation takes place across schools to ensure teacher assessments are accurate and collaboration between professionals is continuous. The assessment leader has overall responsibility for ensuring ongoing professional development opportunities are taken. Excellent practice at the school is also shared amongst the Fosse group.

10. Roles and responsibilities

Headteacher, Deputy Headteacher & Assistant Headteacher

- To maintain an overview of assessment in the school
- To monitor and develop consistency across the school
- To collate and analyse assessment data using the Teacher Assessment Grid (TAG) and Test Trackers (TT), utilising the information to support school improvement and thus raise standards at a whole school level
- To ensure that statutory requirements are met
- To review and update the policy
- To monitor and evaluate the policy in practice
- To keep up to date and inform staff on latest information and requirements
- To develop the procedures for pupil progress meetings
- To lead pupil progress meetings termly
- To inform Governors about the school's performance on at least a termly basis

Phase Leaders/ Heads of Years

- To utilise assessment information so that it analyses the effectiveness of practice within their year group.
- To plan intervention (PPMs), targeting groups of pupils and subject areas through the key performance indicators (KPIs).
- To produce reports to governors detailing action required from data outcomes.

Subject Leaders

- To ensure curriculum maps include clearly defined learning objectives
- To advise colleagues on assessment and recording in their subject
- To carry out pupil book studies
- To utilise this assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives to be assessed on medium term plans.
- To set targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments termly in accordance with this policy and input this in to the Test Trackers (TT) and Teacher Assessment Grid (TAG).
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.

- To adapt teaching and learning in response to assessments
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (SEND) Coordinator are carried out for pupils with SEND and that Individual Education Plans (IEPs) are maintained and regularly reviewed in accordance with the school's SEND Policy.

Governors

- To be 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.
- To hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- To monitor that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

11. Monitoring

This policy will be reviewed every 2 years by the assessment leader. At every review, the policy will be shared with the governing board.

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

The Deputy and Assistant Headteachers will monitor the effectiveness of assessment practices across the school, through discussion with teachers, pupils and parents/carers; sampling pupils' books and reports; lesson observations, learning walks, pupil interviews and sampling teachers' curriculum maps.

English and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book audits, pupil interviews and planning audits as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Wellbeing policy
- SEND policy
- Individual subject curriculum policies
- Marking policy