



Holly Hill
Church School

Assessment Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

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Signed: (Chair of Governors)

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
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

“So we are to use our gifts in accordance with the grace that God has given us.” Romans 12: 6

As a Christian school, based in the traditions of the Methodist Church and the Church of England our vision is to promote ‘Life in All its Fullness.’ (John 10:10). By this we mean we are committed to all round development and flourishing of all members of our school community. Our aim is that every pupil is enabled to identify, use and develop their individual gifts and talents that God has given to them. Our approach to assessment is underpinned by our vision to promote ‘Life in all its Fullness’. Accurate, purposeful ongoing assessment is the firm foundation for highly effective teaching and learning and school improvement planning at our school. Assessment enables us to celebrate the successes of every individual child and plan highly effective teaching and learning to allow every child to flourish and achieve the very best outcomes they can so that they reach their full potential.

At Holly Hill Church School:

- Assessment is the foundation for high quality teaching and learning. It enables teachers to plan and teach lessons that effectively challenge and support the learning needs of all children.
- Assessment is a continuous process and is incorporated into the teaching and learning experience for every child. A wide range of evidence to inform assessment is collected as part of the daily teaching and learning process.
- Assessment provides a framework for measuring and monitoring every child’s attainment and progress in all areas of the curriculum against clearly identified criteria.
- Assessment is carried out in partnership with our children wherever appropriate. We aim to support our children to become increasingly able to accurately reflect on their own learning; celebrating their own success and progress and knowing what they need to do to improve.

- We set high expectations for the progress and attainment of every child; inspiring effort, promoting belief and enabling achievement.
- Assessment is fair. It is inclusive of all abilities and appropriate to the needs of our children. It is free from bias towards factors not relevant to the purposes of the assessment.
- Assessment is accurate. Standards are moderated within our school, with other schools, with the Local Authority and against nationally standardised exemplification materials. We ensure we keep up to date with best practice; capitalising on opportunities for professional development and networking with other schools to further improve our assessment practice.
- Assessment outcomes provide meaningful, understandable and purposeful information for all stake-holders. For pupils to further develop their learning. For parents and carers to know how well their child is achieving so that they are fully involved in their child's learning. For teachers to inform high quality teaching and learning. For leaders and governors to evaluate our school's effectiveness and inform our school improvement planning to further raise standards.

4. Assessment approaches

At Holly Hill Church School we see assessment as an integral part of teaching and learning. It is inextricably linked to our curriculum.

We use three 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

4.1.1. Early Years Foundation Stage – In School Formative Assessment

In the EYFS, teachers make continuous formative assessments of each child's knowledge, skills and dispositions for each strand of each area of learning from the Early Years Foundation Stage curriculum. In Early Years the subjects are grouped into Prime and Specific Areas of Learning. Each Area of learning is divided into strands.

Teachers identify learning objectives using EYFS Development Matters statements and Early Learning Goals for each strand of the EYFS curriculum. Teachers make formative assessment judgements against these objectives. Teachers consider the level of independence and competence that children display when applying skills and consider how secure children's knowledge and understanding of topics and concepts is.

Teachers and teaching assistants use a range of techniques to gather evidence to inform the teacher's formative assessments:

- Observations of children's learning in the continuous provision.
- Play-partner interactions with children in the continuous provision.

- Observations of children's learning in 1:1, small group and whole class adult-led activities.
- Question and answer sessions.
- Marking of pupil's work.
- Peer and self-assessment.
- Discussions with parents / carers.

Teachers choose the method of assessment they will use based on the subject requirements and their professional knowledge of how their pupils demonstrate what they have learned.

As well as the evidence that teachers carry with them in their heads; evidence of children's learning from adult-led and child-initiated learning across all areas of learning is captured and collated in children's learning journals, writing books and individual reading records.

Children's writing books are used to collect evidence of children's writing from adult-initiated 1:1 and small group focused activities. Teachers and teaching assistants mark all work in writing books in accordance with the Marking and Feedback Policy. Whenever possible, work is marked with children so that children understand and are able to respond to the feedback to support their learning. Writing books are used alongside evidence of children's independent writing in Learning Journals to inform formative and summative assessments.

Children's individual reading records are used by teachers and teaching assistants to collect evidence of reading in 1:1 reading activities. Evidence gathered is used to assess children's skills and dispositions in reading including their fluency, comprehension and application of phonics knowledge. Children are given verbal feedback to enable them to know what they have learned and how they can improve. Reading records are used alongside evidence of children's independent reading and teacher's anecdotal evidence to inform teacher's formative and summative assessments.

Teachers use the evidence that they collect along with their professional knowledge to identify children's 'Next Steps' for each area of learning. Teachers plan teaching and learning experiences; activities, resources and support, to enable children to achieve their 'Next Steps' to make progress towards achieving the Early Learning Goals at the end of the Early Years Foundation Stage.

Teachers use their on-going formative assessments to inform their summative assessments.

4.1.2 Key Stage 1– In School Formative Assessment

In KS1 teachers make continuous formative assessments of each child's knowledge, skills and dispositions for each subject in the National Curriculum. In Key Stage 1 subjects are grouped into Core Subjects and Foundation Subjects:

Key Stage 1 (KS1)			
Core Subjects	Foundation Subjects		
Reading	Religious Education	PSHE	Art
English	Physical Education	History	Design Technology
Phonics	Computing	Geography	Music
Mathematics	Science		

Teachers identify learning objectives using National Curriculum Key Performance Indicators (KPIs), Individual Target Plan (ITP) targets and Teacher Assessment Framework (TAF) criteria. Teachers

make formative assessment judgements against these learning objectives. Teachers consider the level of independence and the competence children display when applying skills and consider how secure children's knowledge and understanding of topics and concepts is.

Teachers and teaching assistants use a range of techniques to gather evidence to inform the teacher's formative assessments:

- Marking of pupils' work.
- Discussions with children in 1:1, small group and whole class situations.
- Question and answer sessions.
- Observations of children's learning in practical activities.
- Short quizzes such as mental maths and spelling tests.
- Peer and self-assessment.
- Discussions with parents / carers.

Teachers choose the method of assessment they will use based on the subject requirements and their professional knowledge of how their pupils demonstrate what they have learned.

Books, reading records and homework books capture a wide range of evidence of children's learning. These demonstrate the progress children make in each subject. Teachers use the evidence they collect along with their professional knowledge to identify children's targets and next steps. Teachers plan lessons, activities, resources and support to enable children to achieve their targets and next steps so that children make progress towards achieving the end of year expectations in each subject.

Teachers use formative assessment to inform quality first teaching. Ongoing formative assessment enables the class teacher to identify misconceptions and identify children who are struggling or who need further challenge. Teachers use this information to adapt 'in the moment' teaching and weekly and medium-term planning so that lessons are planned effectively to meet all children's specific, individualised learning needs. Effective formative assessment enables teachers to make informed decisions about whether children's knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. Teachers also consider whether individual pupils would benefit from the challenge of exploring a concept in greater depth before moving on to new work.

Teachers use their on-going formative assessments to inform their summative assessments.

4.2 In-school summative assessment

Teachers' ongoing formative assessments inform their half-termly summative assessment judgements. Summative assessment judgements are captured from Insight (our online assessment tool), four times a year, at the end of each assessment period. The assessment cycle is divided into four.

4.2.1 Early Years Foundation Stage – In School Summative Assessment – Development Matters and Early Learning Goals

In the EYFS teachers make summative assessment judgements by identifying the Development Matters band that children are working within and children's level of competence within that Development Matters band. Development Matters is a continuum from Birth to Reception which

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provides an inclusive framework to track the learning and development of all children for all Areas of Learning.

The EYFS Development Matters bands are:

- Birth to Three
- Three to Four-Year-Olds
- Children in Reception
- Early Learning Goals

The levels of competence within each development matters band are:

- **Below** – Children not working at that development band
- **On Track** - Children are able to demonstrate competence against most of the statements within that development band.

The Key Performance Indicators (KPIs) for the EYFS are 'best-fit' descriptors for each Development Matters Sub-Band. These provide an assessment framework to measure children's attainment and progress through the Development Matters towards the Early Learning Goal for each strand of each Area of Learning.

- Teachers assess against the KPIs when assessing children working within Development Matters.
- Teachers assess against the 'Expected' descriptors defined in the EYFS profile handbook when assessing the Early Learning Goals.

Teachers use their on-going formative assessments of learning objectives related to the development matters statements and ELGs to inform their summative assessments against the KPIs and ELGs.

Insight Tracker is our school's online assessment tool. It provides a live record of children's current attainment. Teachers update their ongoing assessments into Insight Tracker for all Areas of Learning weekly in their Planning Preparation and Assessment (PPA) time, or at another specified time.

There are 2 assessment statuses used on Insight for the Early Years:

Orange – Below

Green – On Track

The KPIs (Development Matters statements) are mapped across the Key Stage to identify Age-Related Expectations for each assessment period in Nursery and Reception. These have been established using the average chronological age and developmental stage of children in Nursery and Reception at each assessment period. The KPIs provide an assessment pathway leading to each Early Learning Goal. By Summer 1 in Reception children working at Age-Related Expectations are expected to achieve the Early Learning Goal for each area of learning. If children are working at Age-Related Expectations for each assessment period they are 'on track' to achieve the ELG at the end of Reception.

Data captures provide summative assessment data showing children's attainment for each assessment period.

Children's attainment is compared to Age-Related Expectations for each assessment period:

- Children are assessed as 'on track' to achieve Age-Related Expectations at the end of the year if their Developmental Age (determined through assessment against the KPIs) is in-line with Age-Related Expectations for that assessment period.

In the Summer Term of Reception teachers use their In-School Summative assessments to inform their Nationally Standardised Summative assessment judgements against the Early Learning Goals to complete the EYFS Profile assessment.

4.2.2 Measuring Progress in EYFS

Children's progress is measured from their baseline assessment.

- When children enter school in Nursery their progress in Nursery is measured from the baseline assessment in Nursery.
- When children transfer from Nursery to Reception their Summer 2 Assessment is used by their Reception class teacher to inform their baseline assessment for Reception. Their progress in Reception is measured from their baseline assessment in Nursery and their end of year assessment.
- When children enter school in Reception their progress is measured from their baseline assessment in Reception.

Progress against the Development Matters is measured by tracking children's attainment of KPIs within the Nursery or Reception Development Matters Band .

4.2.3 EYFS - In-School Summative Assessments – Well-Comm

Our school is passionate about supporting children's Communication and Language development. Ensuring that children reach at least age-related expectations for Communication and Language is vital for children's learning, attainment and progress across all areas of the curriculum.

In the EYFS teachers use the Well Comm Screening toolkit to undertake termly summative assessments of all children's understanding and use of language. The Well Comm Toolkit is used to screen all children to provide a baseline assessment in Autumn 1 in Nursery and Reception. Children are then re-screened in Spring 1 and Summer 1.

4.2.4 Key Stage 1- In school Summative Assessment – National Curriculum – Reading, Writing and Maths

Key Performance Indicators (KPIs) for each subject provide an assessment framework to measure children's attainment and progress through the curriculum towards the End of Year Expectations identified in the National Curriculum. Teachers make summative assessments against the whole National Curriculum for all subjects using the KPIs for each subject.

For children in KS1 who are working significantly below the Age-Related Expectations of the National Curriculum due to Special Educational Needs or Disabilities, teachers will liaise with the SENDCO to

implement a Graduated Response using Individual Target Plans (ITPs). ITPs enable teachers to set individualised targets for attainment and measure children's progress and attainment against these targets. Teachers record their ITP summative assessments by highlighting children's ITP continuums in their SEND files. The SENDCO captures data each half-term in line with the assessment cycle by monitoring ITP assessments. (See SEND policy for further information on ITP and Graduated Response.)

The KS1 Teacher Assessment Frameworks (TAF) for Reading, Writing, Mathematics and Science identify the specific assessment criteria that teachers use to make their Nationally Standardised Summative Teacher Assessment judgements for the end of KS1 SATs. Teachers complete the Teacher Assessment Framework tracking sheets on the inside covers of children's books when marking their work. Teachers date these TAF tracking sheets when children's work provides evidence that children have independently demonstrated skills and knowledge to evidence attainment of the assessment criteria on the TAF. These inform their Teacher Assessment judgements for the Nationally Standardised end of KS1 SATS. The TAF criteria relate to specific elements of the National Curriculum that will be assessed at the end of the Key Stage. These do not cover all aspects of the National Curriculum. The Key Stage 1 Assessment Criteria for Reading, Writing, Mathematics and Science identifies the KPIs and Teacher Assessment Framework Criteria for each subject and shows how these criteria are inter-related. *(See Appendix for KS1 Assessment Criteria)*

Insight Tracker is our school's online assessment tool. It provides a live record of children's current attainment. Teachers update their ongoing assessments for all subjects weekly on Insight Tracker in their Planning Preparation and Assessment (PPA) time, or at another specified time. Teachers use their on-going formative assessments of learning objectives related to the KPIs and TAF criteria from the National Curriculum to inform their assessments against the KPIs.

There are 3 assessment statuses on Insight Tracker:

Orange – Below

Green – On Track

Blue – 'Applying Learning at Greater Depth'

Termly data captures from Insight provide summative assessment data showing children's attainment for each assessment period. Summative assessment for each assessment period identifies whether children are working:

- 'Below Age-Related Expectations',
- 'On track to achieve Age-Related Expectations'
- 'On track to achieve Greater Depth'

In the Summer Term of Year 2 teachers use their In-School Summative assessments alongside evidence from Nationally Standardised SATs tests to inform their Nationally Standardised Summative assessment judgements against the assessment criteria on the KS1 Teacher Assessment Framework for Reading, Writing, Maths and Science.

4.2.5 Measuring Progress in Key Stage 1

Progress is measured by tracking children's attainment of KPIs as the coverage of the curriculum increases. For example:

- A child who is 'on track' in Autumn 1 will need to make expected progress to remain on track against the increased curriculum coverage in each assessment period throughout the year. If they continue to remain on track for each assessment period they will have made expected progress for the year.
- Children who are not on track in Autumn 1 can make expected progress if they attain the expected number of KPIs during each assessment period.
- Children who are not on track in Autumn 1 will need to make accelerated progress to 'catch up' with KPIs not attained in previous assessment periods so that their attainment is at least in line with the coverage for that assessment period.
- If a child is 'on track' in Autumn 1, remains 'on track' throughout the year but also demonstrates that they are applying their learning at Greater Depth then they have made accelerated progress.
- If a child is not on track at the end of the previous year but 'catches-up' and is on track by the end of the year then they have made accelerated progress.
- Children who are not on track at the end of the EYFS need to make accelerated progress throughout Key Stage 1 if they are to catch up to achieve the Expected Standard by the end of Key Stage 1.
- Children who achieve the expected standard for their ELG at the end of EYFS make accelerated progress if they are working at Greater Depth at the end of the year or Key Stage 1.

4.2.6 Key Stage 1 – In School Summative Assessment – Foundation Subjects

In KS1 the Medium Term Planning for the Foundation Curriculum identifies the KPIs for the Foundation Subjects in the National Curriculum.

- Children are assessed as Below Age Related Expectations if they have not achieved all KPIs taught.
- Children are assessed as 'On Track' in Foundation Subjects if they have achieved all KPIs that have been taught.
- Teachers identify children as working at Greater Depth in the Foundation Subjects if their work in that subject consistently demonstrates talent, flair and skill. Children working at Greater Depth will independently use and apply their knowledge, skills and dispositions in that subject to produce high quality work that tangibly demonstrates their learning at greater depth.

4.2.7 Key Stage 1 – In School Summative Assessment - Phonics

Phonics screening checks are administered by Senior Leaders in the last week of each half term to monitor children's progress and attainment in phonics. Pupils' scores are submitted to the Assessment Lead on the phonics tracking sheet by the end of the assessment cycle. The Assessment Lead uses

benchmark scores for each assessment period to identify pupils who have passed, are 'on track' to pass at the end of the year and who are 'not on track' to pass at the end of the year.

Phonics Screening Benchmarks for each assessment period								
Autumn 1		Autumn 2		Spring 1		Spring 2		June Phonics Screening Check
Pass	On Track	Pass	On Track	Pass	On Track	Pass	On Track	
32	15+	32	20+	32	25+	32	29+	Nationally Standardised Benchmark Score

4.2.8 EYFS and Key Stage 1 - Standardising and Validating Assessment Summative Assessments

The Assessment Leader oversees all aspects of moderation and standardisation; setting the school's approach to moderation, keeping an overview (including the outcomes) of all moderation and standardisation activities, identifying any further actions needed to improve or validate accuracy of assessments and evaluating the impact and effectiveness of these actions.

Senior leaders monitor accuracy of assessment judgements during work scrutinies, lesson observations, drop ins, in-school moderation meetings and pupil progress meetings. Senior Leaders and class teachers discuss feedback from monitoring and identify and set precise actions, when these are needed, to improve or validate the accuracy of assessment judgements.

Summative assessment judgements are moderated in termly internal phase moderation meetings led by the EYFS leader and KS1 leader. The assessment leader oversees the planning and delivery of these moderation meetings and keeps records of the outcomes of internal moderations.

Class teachers participate in local school-to-school moderation meetings. Teachers feedback to the Assessment Leader; sharing outcomes and feedback, examples of effective practice and any learning from the moderation meetings so that this can be disseminated and shared to improve practice in school.

Reception Class Teachers refer to Nationally Standardised 'exemplification materials' and to descriptors defined in the EYFS profile handbook to inform judgements against ELGs.

Teachers and Senior Leaders administering phonics screening checks attend Local Authority Standardisation Training to ensure that tests are administered in accordance with published guidance.

Year 2 teachers attend annual KS1 SATS Teacher Assessment standardisation training. KS1 Teachers refer to Nationally Standardised 'exemplification materials' and to descriptors and guidance defined in the Teacher Assessment Framework to inform their judgements.

The Head Teacher, Assessment Leader, Phase Leaders and Class Teachers moderate Nationally Standardised Summative Assessment judgements prior to assessment judgements being submitted to the Local Authority.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessments include:

- The Reception Baseline Assessment within the first 6 weeks of the reception

- 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 1 (year 2)

Local and national guidance is implemented and adhered to when administering and reporting Nationally Standardised Assessments.

5. Collecting and using data

5.1 In-School Formative Assessment

In the EYFS each child's learning journal, writing book, individual reading record and intervention records are used to capture a wide range of evidence to supplement teacher's professional, anecdotal knowledge of children's learning to inform teacher's formative and summative assessments.

In KS1 evidence of children's learning is captured in children's books, guided reading records, homework books, intervention records, short quizzes and tests and half-termly phonics screening tests are used to capture a wide range of evidence to inform teacher's formative and summative assessment.

5.2 In-School Summative Assessment

In KS1 teachers also complete the Teacher Assessment Framework tracking sheet in the inside covers of children's books when marking children's work. Teachers complete these using dates to identify when children's work provides evidence that children have independently demonstrated skills and knowledge to evidence attainment of the assessment criteria on the TAF. They use this to readily access clear evidence to support their Teacher Assessment judgements for KS1 SATs. Teachers transfer this information onto whole class tracking grids to enable them to quickly identify gaps to inform their planning.

6. Reporting to parents

Parents and carers are actively encouraged to attend half-termly open afternoons and parent appointments.

- Open afternoons provide an informal opportunity for parents and carers to look at children's work in Learning Journals and books. Class teachers and teaching assistants are available to discuss children's learning and support parents /carers to consider ways that they can further support children's learning. If further discussion is needed, parents / carers or class teachers can request to make an individual follow-up appointment.
- Parent appointments are individual appointments for parents / carers to meet with class teachers to discuss children's learning and identify ways they can work together to support children to achieve the best possible outcomes.

Class teachers share half-termly summative assessments with parents / carers at open afternoons

and parent appointments. Teachers print and share copies of pupil's attainment from Insight Tracker. Teachers and parents / carers use this information to consider how they can work together to help children to learn.

EYFS teachers print and share reports for Reading, Writing, Number, Shape Space and Measures and RE.

KS1 teachers print and share reports for Reading, Writing, Maths and RE.

At the Open Afternoon (Summer Term 2), parents / carers will receive their child's annual report. Annual reports give parents information about their child's attainment and progress, effort and attendance. Teachers write their comments in the form of a letter to the child. They identify the child's strengths, achievements, dispositions and personal qualities. Teachers also identify targets that parents / carers can use to support their child, to help them make further progress.

Parents / carers of children who have undertaken Nationally Standardised Assessments will receive copies of children's results with their child's annual report:

- Parents / carers of children in Reception will receive a copy of their child's Early Years Foundation Stage Profile results.
- Parents / carers of children in Year 1 will receive a copy of child's Phonics Screening results.
- Parents / carer of children in Year 2 will receive a copy of child's KS1 SATs results. Parents / carers of children re-sitting the Phonics Screening in Year 2, will also receive a copy of their child's Phonics Screening results.

Parents / carers will have an opportunity to discuss their child's annual report with the class teacher at Open Afternoon. If parents / carers require further discussion, they can make an appointment to meet with the class teacher at a mutually convenient time.

7. Inclusion

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

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.

8. Training

Teachers are responsible for ensuring they know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Teachers should reflect on their own practice and take responsibility for improving their teaching through appropriate professional development.

The Assessment Lead is responsible for ensuring that teachers and teaching assistants are kept up to date with developments in assessment practice. The Assessment Lead will deliver and / or arrange training to address identified professional development needs to improve the accuracy and effective use of assessment to improve standards.

Teachers will be kept up to date with developments in assessment practice, and will be able to further develop and improve their own practice on a regular basis through regular opportunities to engage in moderation both internally and externally.

Teachers and Senior Leaders administering phonics screening checks, receive the statutory training, to ensure that tests are administered in accordance with published guidance.

Year 2 teachers attend standardisation training, to ensure teacher assessment judgements for Nationally Standardised KS1 SATs are accurate.

Teachers have opportunities to informally moderate their assessment judgements and share effective assessment practice with teaching assistants and year group partners, during their weekly Planning, Preparation and Assessment time.

Teachers and Teaching assistants attend termly phase moderation meetings led by phase leaders. These provide an opportunity to moderate assessment judgements; share good practice; disseminate training on developments in assessment practice and collate samples of agreed quality exemplification materials. These materials are used to facilitate effective moderation of future assessment judgements.

Teachers from all year groups have opportunities to attend locally organised school-to-school moderation meetings. These provide opportunities to meet with teachers from local schools to moderate assessment judgements. This enhances teachers' professional development, enabling them to source effective practice from other schools. This provides opportunities for teachers to share their own expertise and effective practice from our school with teachers from other schools.

The Assessment Leader ensures that learning and good practice from internal and external moderation and training is shared across the school, to improve the accuracy and effectiveness of assessments to raise standards.

9. Roles and responsibilities

9.1 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

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that 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.
- Quality assuring nationally standardised summative assessments prior to submission to the Local Authority.

9.2 Assessment Lead

The Assessment Lead is responsible for:

- For maintaining the assessment policy and reviewing or updating it as necessary
- 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.
- Quality assuring nationally standardised summative assessments prior to submission to the Local Authority.
- Maintaining Insight (the school's online assessment system) including annually setting the assessment cycle, reviewing and updating assessment criteria in the Curriculum Designer, overseeing resources and exemplification materials uploaded in the Learning Locker.
- Ensuring that teachers and teaching assistants are kept up to date with developments and 'best practice' guidance.
- Delivering and / or arranging training to address identified professional development needs to improve the accuracy and effective use of assessment to improve standards.
- Capturing half-termly summative assessment information and preparing reports to enable teachers and senior leaders to analyse pupils' progress and attainment, including reports on the attainment and progress of individual pupils, classes, year groups and specific contextual groups
- Overseeing planning and arrangements for internal and external moderation.
- Keeping a comprehensive overview of all formal moderation activity. This includes details of the outcomes and actions set for all moderation activities.
- Evaluating outcomes of formal moderation and monitoring of teaching and learning to identify actions that are needed to improve assessment practice.
- Meeting with Head Teacher, Phase Leaders and Class Teachers to moderate Nationally Standardised Summative Assessment judgements, prior to assessment judgements being submitted to the Local Authority.

9.3 Teachers

Teachers are responsible for

- Implementing this policy and following the assessment procedures outlined in this policy.
- Ensuring they know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

10. Monitoring

This policy will be reviewed every 3 years by the Governing Body. At every review, the policy will be shared with the governing board.

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All teaching staff are expected to read and follow this policy.

Mark Carr (Assessment Lead) is responsible for ensuring that the policy is followed.

Senior Leaders will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Drop-Ins
- Work scrutiny
- Pupil progress meetings
- Assessment scrutinies

11. Links with other policies

This assessment policy is linked to:

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

