



Striving together for excellence and enjoyment'

ASSESSMENT POLICY

Policy

updated:

September 2026

Policy Review:

September 2028

Assessment is the link between teaching and learning. It enables us to judge what children already know, have learned from what we set out to teach and what they still need to learn. Assessment is therefore a crucial aspect of all planning.

At Pirton School we believe that by using effective assessment, the quality of learning is constantly improved and standards are raised.

Assessment falls broadly into two areas:

Assessment of Learning

Assessment of Learning (AoL) is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned. It draws on a range of assessment information including that from tests and from teachers' on-going assessments. It includes the Statutory Assessment of Reception Baseline, EYFS Profile, Phonics Screening Check, Year 4 Multiplication Tables Check and End of KS2 SATs.

Assessment for Learning

Assessment for Learning (AfL) is any assessment activity which informs the next steps to learning. The information gained about pupils' learning and achievement informs teachers' planning for what will be taught next, at which level and how it will be taught.

We believe that by using effective assessment, the quality of learning is constantly improved and standards are raised.

This is dependent on a number of key elements:

- Effective feedback to pupils about their work, including opportunities for the children to respond and improve their work. (see Marking and Feedback Policy)
- The active involvement of pupils in their own learning, ensuring that they understand what they are learning and why.
- Adjusting teaching to take account of the outcomes of assessment – to provide access and challenge for all pupils.
- Ensuring that we teach pupils the skills, and give them the confidence, to be able to assess their learning and understand how they can improve.
- Professional dialogue between teachers ensures that assessment judgements are consistent across year groups, between key stages, across the school and between the schools at transition points.

Assessment Strategies

Teachers use a range of strategies to assess pupils learning, these include

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging pupils in reviewing progress
- Diagnostic tasks and tests

Internal Data Collection

In school we use internal tracking documents to track progress and attainment. At three points in the academic year (the end of the Autumn, Spring and Summer terms) we use data to assess children. We use the grade descriptors below:

PRE (pre Key Stage) – this means that a child is working at a level that is pre the Key Stage they are currently in, for example that they are working at Year 1 level when they are in Year 3. There are three Key Stages in school. These are Foundation Stage (Reception), Key Stage One (Years 1-2) and Key Stage Two (Years 3-6).

WTS (Working Towards Standard) – this means that the child is working towards the standard that is expected for their year group.

EXS (Expected Standard) – this means that the child is working at the expected standard for their year group.

GDS (Greater Depth) – this means that the child is working above the expected standard for their year group.

We use these assessment descriptors to set targets for the year ahead, to assess attainment at these three key points and to monitor progress against the targets. These internal targets are not shared with parents, although at Parents Evening and for children on the SEN register we do share targets written in language that can be understood by staff and children.

Pupil Progress Meetings

At three points in the academic year we hold Pupil Progress Meetings where class teachers come together with other staff members to discuss progress and attainment of the children in their classes. These meetings are always attended by the Headteacher and the SENCO and other members of staff, for example the Pupil Premium Lead may attend where relevant.

These meetings are held at the end of the Autumn Term (eg Christmas), at the end of the Spring Term (eg Easter) and at the end of the Summer Term (eg July). Where possible the July meetings involve the new class teacher as the child is about to transition into a new class.

In these meetings, we discuss the data of the children in the class, looking at their most recent assessment data. Teachers will have completed the internal tracking documents prior to this meeting and these form the basis of the discussion. During the meeting we look at children who are not on track to achieve **at least** the Expected Standard by the end of the academic year. Where children started the year below the expected standard, with an assessment of WTS or PRE, we set ambitious targets and do not simply accept that they will remain working at WTS or PRE. Where children are on the SEN register for a learning need, they have targets which aim to narrow the gap and ensure that they are working towards meeting the expectations that are required for the expected standard.

How judgements are made (non statutory assessments)

We use reading bands to assess children's reading ability and to track their progress through the reading book levels. These are used for children until they reach the free readers.

We use bespoke Progression of Skills documents which track progress in reading, writing and maths. Every child on our SEN register has their own copy of these which are used by teachers to track their progress and attainment. They are also used by class teachers to track and monitor

groups of pupils and their progress and attainment. These documents form the basis of our ongoing assessment and also inform our planning and provision.

We use Teacher Assessment Frameworks (TAFs) in Writing and Science at the end of Key Stage 2 (Year 6)

We use a phonics tracker to assess children's progression in phonics. These are used in Reception, Years One and Two.

How judgements are made (statutory assessments)

Primary school pupils in England take part in the:

- Reception Baseline Assessment: within the first 6 weeks of entering reception
- Early Years Foundation Stage Profile Assessment: between April and June of the academic year in which they turn 5 (usually the reception year)
- Phonics Screening Check: in June of year 1
- Key Stage 1 tests: optional, at the school's discretion, at the end of year 2
- Multiplication Tables Check: in June of year 4
- Key Stage 2 tests (sometimes referred to as SATs): in May of year 6

Support for parents

Teachers lead information-sharing sessions for parents and carers ahead of statutory assessments but are available to answer questions at any time. Further information from the government about these assessments can be found using this link:

<https://www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents>

General assessment procedures should:

- Be an integral part of the learning process and the outcomes used to plan future learning
- Enable accurate judgements of children's attainment to be made in a systematic way
- Give direct information about children's achievements in relation to clearly defined and stated objectives
- Provide as full a picture as possible of a child's achievements
- Indicate the strengths and areas for development in individual children and groups of children
- Involve children in the process of reflection, evaluation, feedback and planning in order that they become independent learners.
- Involve children in taking some responsibility for self assessment and target setting for their own learning.
- Involve children in a range of methods of assessment
- Reflect the Code of Practice for children with SEND
- Enable us to discover children's learning needs and suggest the range of materials, resources and ideas to meet those needs

Non- Negotiables for Teachers

- Plan learning intentions (and success criteria where relevant) from accurate assessment judgements, use the wording "To....." in all learning intentions
- Set clear and realistic numerical targets with appropriate challenge for Reading, Writing and Maths, based on assessment information to date.

- Give feedback and suggestions for improvement, following the Feedback and Marking Policy, allowing time for children to follow these up.
- From judgements made about learning, track all pupils termly for Reading, Writing and Maths, sharing data and discussing this at Pupil Progress Meetings
- Moderate assessment judgements with colleagues in school and within our consortium of schools, where opportunities are available.
- Raise concerns to SLT about children who are not “on track” quickly, with evidence of actions taken, impact and suggestions.

Reporting (to parents, governors and external agencies)

- Statutory assessment is reported to the Local Authority and the DFE at clear points in the academic year.
- A written report is sent to parents once a year at the end of the Summer term. This report gives a clear description of each pupil's strengths and gives clear next steps or targets for the child. These reports align with numerical data recorded in school.
- Parents are invited to two Parent/Teacher consultations. There is one in the Autumn term, preceding half term and the other in the Spring term. This may be before or after half term dependant on the term dates. Achievements, strengths and areas for development are given along with suggestions for the types of support which parents can give at home.
- Pupil data, including internal data, is shared with governors at every Full Governing Body meeting.