



# Assessment Policy

## Document Management

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This document is subject to biannual review in September 2027

## Document Control

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Reference	Description	Date
Richard Watkins	Document created by SLT	February 2022
Richard Watkins & Lizzie Dixon	Reviewed- Reference to Year 2 SATs removed	June 2023 in preparation for Sept 23.
Richard Watkins	Reviewed October 2025. Adjustments to data tracking system, new writing framework and reading fluency assessment.	October 2025

For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franchise, Holiday Club and Breakfast/After School Club.

## **Title: Assessment Policy**

**Created by:** Richard Watkins February 2022 **Review date:** September 2027

### **The purpose of the assessment policy**

This policy outlines assessment procedures at Franche Community Primary School. It 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.

### **Intent**

The key purpose of our assessment, recording and reporting is to improve the quality of pupils' learning throughout their school life. We aim to develop the partnership between home and school through informed planning and assessment, recording and reporting.

Assessment is a continuous process of identifying pupils' capabilities and attainment in order to plan the next steps in teaching or learning. We want assessment to be an integral part of our teaching and learning and so to play a vital role in raising standards of attainment.

Assessment at Franche Community Primary School is therefore:

- To identify achievement and progress
- To inform planning by identifying strengths and gaps in learning
- To provide feedback to pupils and encourage self-motivation
- To inform target setting
- To support judgements made by the teacher when reporting to parents and other stakeholders, either formally or informally
- To meet statutory requirements

### **Statutory Requirements**

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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Phonics screening check in year 2, for those who did not pass in year 1
- Year 4 Multiplication Tables Check
- National Curriculum tests (SATs) and teacher assessments at the end of Key Stage 2 (year 6)

In 2021, a statutory Reception Baseline Assessment (RBA) was also introduced, which is taken in the first six weeks in which a child starts in reception. The outcome of the test is solely intended for use as a progress measure when compared with the end of Key Stage 2 outcomes 7 years later.

## **Implementation**

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce. We believe that the best form of assessment results from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to plan the best possible support for those children identified as underachieving, or to extend the most able.

Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy and highlights what a pupil has done well and indicates how a pupil can improve a piece of work. This process encourages self and peer assessment, where pupils are able, which we believe to be fundamental elements in the assessment process. Verbal feedback is used where most appropriate to ensure swift action from pupils and the reduction of unnecessary staff workload.

Individual subject policies give more detailed overviews on assessment across the curriculum. However, there are numerous assessments that are expected to be administered across the year, in addition to national/statutory assessments:

- To assess independent writing, children in years 1-6 complete a 'Franche Write' at the end of each unit. This is a minimum of once per half term, and is assessed against the Statutory Frameworks (Years R and 6) and Teacher Assessment

Frameworks from the National Curriculum (Years 1,2,3,4 and 5). A new writing framework was introduced in 2025 and adopted by Franche.

- In reading and maths, pupils in years 2-6 complete NTS standardised tests or past SATs papers (years 2 and 6) to enable teachers to form gap analyses in these subjects and gauge an idea of where each child's attainment lies in comparison to a national scaled score for ARE (age related expectations). Year 1 complete these in spring and summer term only, and Year 6 take part in the national statutory assessment tests (SATs) in summer term, in place of these. All of these assessments form part of the termly teacher assessments and data snapshots.
- In reading, children are heard read individually by the class teacher once per week. This enables teachers to assess fluency as well as which book band level children should be reading for optimum fluency. Children who are at risk of falling behind read to the teacher or teaching assistant daily, and are assessed on their fluency skills in order for them to receive more bespoke support going forward.
- In phonics, 6 weekly assessments take place against the Little Wandle Assessment Tracker. These help inform teachers of children who are at risk of falling behind and therefore need to be in daily 'keep up' groups.
- Half termly, teachers test the children on their year band's statutory word list for years 3-6, while reception tests tricky words, year 1 high frequency words and year 2 the common exception words. Teachers then record each child's score on a tracking document, where they also highlight the children they are going to target for spelling interventions.
- In science, independent 'working scientifically' investigations are completed twice a year.
- Termly assessments of locational knowledge are carried out and entered onto a Geography tracker.
- Historical knowledge (KS1) and chronological understanding (KS2) in History is assessed at the end of each academic year.
- Regular, ongoing EYFS individual pupil observations feed into the teacher assessments to give termly data snapshots.

Teachers may also keep their own personalised records of assessment to inform planning and support for individual children. This might include lists of spelling and other test scores, book bands, individual reading speeds and notes about participation in activities.

## **Termly teacher assessment and internal data snapshots**

Termly assessments are used to produce individual pupil gap analyses which inform the teacher's planning for the class/year band, and for groups within the class, and target setting and interventions for individual pupils. The termly assessments then feed into termly data snapshots, where teachers record and report where children sit in terms of being 'on track' or otherwise to reach age related expectations (ARE) by the end of the current academic year.

Teachers are expected to use a broad range of evidence when deciding upon their termly teacher assessment for each pupil. For years 1-6 this includes:

- Observations of independent work seen in the classroom and in exercise books. This should be weighed up against the National Curriculum objectives.
- For reading and maths, the National Curriculum objectives are considered when making a judgment. Teachers use these descriptors to decide whether a child is 'emerging, developing or secure' in each objective. This then gives a guide as to where the child's attainment sits overall. Teachers complete this exercise for a small sample of children at each attainment step (above ARE, at ARE and below ARE), and use this sample to support their judgment for the other children in the class.
- Children working significantly below their year band's curriculum are assessed against a different year band's curriculum if appropriate. These children are likely to be on the SEND register or logged as a 'cause for concern' with the SENCO.
- When making a reading judgment, the child's book band and fluency are also taken into consideration (See separate reading policy).
- NTS test paper scores in reading and maths.
- When making a writing judgment, the aforementioned 'Franche Write' assessments are used to support teacher assessment.

Expected attainment for individual children at the end of each academic year is called 'expected' and given that year band's number. For example, expected end of year attainment in year 5 is 'Year 5 Secure' (shortened to Y5S). At the end of autumn term, a child on track for ARE should be 'emerging', and at the end of spring term, they should be 'developing'. Greater Depth (Above ARE) is also possible to achieve.

Expected progress for individual children is a minimum of one step per term, or 3 steps across an academic year. For example, a child at 'expected' at the end of year 3, should reach 'expected' (ARE) at the end of year 4. A child at 'year 4 developing' at the end of year 4 should reach 'year 5 developing' by the end of year 5.

In the EYFS, termly assessments are derived from the following evidence:

- TOTS – Learning journey folders with all assessments and observations/achievements of pupils. Proud cloud moments and information from home is also stored in these folders to provide an all round view of the child.
- Pre-School- Learning Journey books- these contain all observations and adult led pieces of work. Children can also add to these if they wish and any home learning or feedback from home is also put in the books to show the full picture of each child.
- Reception- Learning Journey books containing adult-led/focused work, pupil achievements and child initiated work. Observations, data and assessments are recorded and stored on Tiny Tracker against the Birth to 5 (B25) assessment guidance. It is essential that both a child's Learning Journey and observations are looked at simultaneously in order to see a full picture of a child's development in Reception.

Children in all departments are also monitored against the Characteristics of Effective Learning through observations. These are:

- Playing and exploring
- Active Learning
- Creating and thinking critically

These characteristics form the basis of learning for all children within the EYFS however, they are not formally reported upon until children reach the end of Reception.

Data snapshots are compiled by Year Band Leaders and evaluated by SLT before being shared more widely with year band teams at pupil progress meetings.

## **SEND and Assessment**

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. As a school, we use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. This includes Individual Provision Maps (IPMs) and Step 6 monitoring of group provision intervention. We have the same high expectations of all pupils.

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.

Pupils experiencing difficulty in accessing the curriculum appropriate for their year group receive additional support, including from Teaching Assistants as directed by class teachers and the SENDCO. A wealth of kinaesthetic resources and programmes are used to enhance delivery and pre-teach sessions are also used to support pupils (where appropriate/needed) accessing the learning in their class-based lessons. Depending on needs and targets identified, some pupils may also receive 1:1 support sessions to consolidate basic skills or address gaps in learning.

Where a mainstream child has an EHCP, they will be tracked using personalised targets within this.

## **Reporting to Parents**

During autumn and spring term, parent consultation evenings are held, during which class teachers share their most recent assessments for individual children with parents and carers. An annual report outlining the achievements of their children in all aspects of the curriculum is also provided at the end of summer term.

Reports, whether verbal or written, advise parents of the following: achievements, strengths and areas for development, general comments, attendance (unauthorised absence) and any formal assessment results.

As part of the annual written reports, it is made clear to parents whether their child is working below, at or above ARE within their year band. This is communicated through a letter containing the following table:

<b>Assessment</b>		<b>Attainment</b>
Emerging	Working below expectations for the year band and not achieving the expected level nationally.	Below
Developing	Working slightly below expectations for the year band and not quite on track to be achieving the expected level nationally.	Below
Secure	Has achieved the expected level nationally.	Expected
Greater Depth	Has achieved at a level that is higher than expected nationally and has a greater depth of understanding.	Above

## **Monitoring and Evaluation of Assessment**

- Regular monitoring will be done throughout the year to ensure high quality teaching and learning, including assessment.
- This will be done through:
  - Formal lesson observations.
  - Planning trawls
  - Learning walks
  - Book scrutiny & monitoring of reading folders
  - Pupil voice
  - Lesson studies

- Year bands work towards producing an independent piece of writing (Franchise Write) following a writing sequence. Half termly, teachers will moderate within year groups and across phases.
- End of Key stage Statutory frameworks are used to support teacher assessment in Reception and Year 6.
- Standards files in each subject are kept to contain exemplification material to support teacher judgements.
- Teachers take part in regular pupil progress meetings with SLT to discuss children's progress in reading, writing and maths. These meetings help teachers to identify needs, discuss intervention and focus on the next phase of learning. It is also an opportunity for leaders to analyse termly snapshots of assessment collectively.
- Moderation in reading, writing and maths supports teachers with making consistent and accurate judgements. Internal moderation within school ensures that assessment judgements made for any pupil are correct, fair and comparable to other pupils within the year.
- External moderation also takes place throughout each academic year. The school and staff within it liaise and engage with network schools and the Local Authority to ensure best practice and accuracy of teacher assessment for all pupils.

## **Training**

Assessment is covered at regular intervals in staff meetings to ensure that staff are confident with the latest guidance & practice in addition to the specifics of school procedures.

Staff will also have the opportunity to liaise with colleagues from other schools and in the Local Authority in order to ensure good understanding and, where needed, they will have access to additional support and training.

The assessment lead receives assessment updates from the DfE and via the Headteacher in relation to the Local Authority directives.

## **Roles and responsibilities**

### **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

## **Headteacher**

The headteacher (including through delegation to the assessment lead) 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
- Reporting the results of statutory national tests to the school, parents and governors
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing

## **Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

## **Designated Office Staff**

Designated office staff are responsible for:

- Inputting relevant data in the school's SIMS system
- Supporting the assessment lead with data inputting or statutory assessment reports.

## **Monitoring**

This policy will be reviewed at least biannually by the Assessment lead. At every review, the policy will be shared with the governing board.

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

Date of next review: September 2027

