‘Learning Together, Growing Together, Succeeding Together.’

Assessment Policy

September 2025

Micklehurst All Saints CE Primary School Aims:

- To help children develop a sense of respect for themselves and others
- To ensure a secure, caring and supportive environment
- To provide an atmosphere of trust co-operation and understanding between home, school and the community
- For all children to be happy, enquiring and motivated learners
- To inspire a love for learning
- To develop Christian values
- To nurture self-respect and respect for others
- To celebrate achievement

Our Vision Statement

Our roots are firmly anchored in Christian values to enable children to grow and blossom.

'Micklehurst All Saints is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

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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
- 2025 assessment and reporting arrangements (phonics screening check)
- 2025 key stage 2 assessment and reporting arrangements

3. Principles of assessment

At Micklehurst All Saints we aim for assessment to be:

- Valid and reliable
- Fit for purpose
- Fair
- Support professional judgement
- Manageable

4. Assessment approaches

At Micklehurst All Saints 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 formative assessment (AfL) in-school summative assessment and nationally standardised summative assessment.

4.1 Formative assessment

Effective 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 techniques include marking and feedback, questioning, regular short recap quizzes, self and peer-assessment and/or observations.

4.2 In-school summative assessment

Effective 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 assessment approaches include end of year assessments, end of topic or unit test, and/or reviews for pupils with special educational needs or disabilities (SEND).

4.3 Nationally standardised summative assessment

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 with pupils nationally

Nationally standardised summative assessments include:

- 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 (KS) 2 (year 6)

5. Collecting and using data

At Micklehurst All Saints our approach to assessment data is purposeful, proportionate and designed to support teaching, learning and pupil progress without adding unnecessary workload to staff.

Teachers record key assessment information at the end of each term in line with the school/national assessment calendar. Day-to-day assessments are used to inform teaching but are not formally recorded.

How Assessment Data is Collected

Data is collected through our online tracking system – Insight, which is simple to use and aligned with our curriculum expectations. Teachers input key attainment and progress information for reading, writing, and mathematics (and other subjects as required). Formative assessment information is gathered continuously through lesson observations, pupil work, and discussions, but only key summative judgements are formally recorded.

How Assessment Data is Used

Assessment data is used to:

- Identify pupils who may need additional support or challenge
- Inform planning and teaching to address learning gaps
- Support discussions during pupil progress meetings
- Contribute to end-of-year reports and transition information

Leaders use data to monitor progress across the school and to identify trends, strengths, and areas for improvement. Governors receive summary reports to support strategic decision-making and school improvement planning.

Who data is shared with:
Assessment data is shared with class teachers, subject leaders, senior leaders, and governors (in summary form). Parents receive information through reports and meetings. Where appropriate data may be shared with external partners such as local authority advisers or inspectors.

Communication and workload:
Data is discussed in pupil progress meetings to ensure it leads to action and improvement. We only collect data that has a clear purpose and review systems regularly to keep workload manageable.

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 Gemini. Micklehurst All Saints 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, and coursework
- To write their homework or class assignments, 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

At Micklehurst All Saints assessment data is reported to parents/carers termly through parents' evenings in the autumn and spring term and through an annual report at the end of the summer term.

Annual reports to parents/carers include:

- Brief details of achievements in key subject areas, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record which will include
- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

At the end of KS2:

- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

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. 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

At Micklehurst All Saints, we are committed to ensuring all staff have a clear understanding of assessment and continue to develop their practice to support high-quality teaching and learning.

Keeping staff up to date:
Teachers receive regular updates on assessment through staff meetings, INSET days, and moderation sessions. Any national or local changes are shared promptly by senior and subject leaders.

Developing teacher practice:
Staff develop their assessment skills through professional discussions, team moderation, lesson observations, and opportunities to share effective practice across year groups.

Responsibility for development:
The Senior Leadership Team and subject leaders are responsible for ensuring teachers have access to ongoing professional development in assessment. They identify training needs and provide or arrange relevant CPD.

Staying up to date and sharing good practice:
Leaders keep informed of current assessment developments through local networks, professional reading, and national guidance. Good practice is shared regularly in meetings and moderation sessions to maintain consistency and support continual improvement across the school.

10. Roles and responsibilities

10.1 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this 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
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed every three years by the Curriculum & Standards committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The senior leadership team (SLT) are responsible for ensuring that the policy is followed.

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

- Cluster and internal moderation
- lesson observations
- book scrutinies
- pupil progress meetings

12. Links with other policies

This assessment policy is linked to our:

- Teaching & Learning policy
- Marking & Presentation policy
- Early Years Foundation Stage policy and procedures