



# St Mary's Hampton

## Church of England Primary School

*Flourishing through faith, hope and love*

# Assessment Policy

Review Frequency: Annual  
Next Review: Summer 2025  
Review Committee: Teaching & Learning Committee  
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**Signed:**

**(Headteacher)**

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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

Early assessment helps us to create achievable, individual learning targets. In keeping with the national curriculum guidance, we assess children termly and use formal end-of-year tests to monitor and respond to progress to ensure each child is accessing the national curriculum in line with their age-related expectations,

With regular tracking of learning performance and consultation with the Inclusion Coordinator, our staff can address children's educational needs as they arise. Termly pupil progress meetings allow analysis of assessment data and inform planning for interventions.

We give regular feedback to parents on children's' progress, based on our teacher assessments, both formative and summative. We believe that this collaborative practice is essential in order to help children feel happy, listened to and ready to learn. Parents receive clear information once per term on whether their child is on track to achieve the expected standard in Reading, Writing and Maths.

Data on outcomes in Early Years, Year 1 phonics and Key Stage 2 is published on the school website.

## 4. Assessment approaches

At St Mary's Hampton CoE Primary 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.

The purpose of using assessment methods is to inform both the learner and the teacher of the next steps in learning. This ensures the child is able to deepen their knowledge and understanding of the current topic and build links and connections within the subject.

At St Mary's, we measure progress more formally every term against criteria within the National Curriculum. We use our own internal tracking system (Scholarpack) to record progress and expect each child to make at least one 'step' of progress each term. Teachers are experienced and able to see when a child requires more support or is ready to move on after each lesson, and the termly checkpoint serves to draw together this information. Teachers work with the local authority (Richmond and Kingston) and local schools to validate their judgments as good practice. We achieve our assessment aims without adding unnecessarily to teachers' workload by planning and embedding Assessment weeks within the whole school calendar, which is shared at the beginning of each year with staff. Termly pupil progress meetings with the Headteacher, SENCo and

assessment leader at the mid-point in each term enable us to identify that each child is on track to achieve their targets for the end of the year.

Children not on track to achieve the expected standard at the end of the year will be given supplementary support in class (differentiation) and additional support out of class (intervention) on the basis of need. The intervention programme is monitored and evaluated for effectiveness at the end of each half term.

Our children are developing independence from the very beginning to take responsibility for their own learning journey and know how to help themselves and seek assistance when they find a difficulty. They are fully involved in evaluating their progress and share this in the termly Learning Review (pupil/ parent meetings).

## 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

At St Mary's, we aim to encourage the child to reflect upon what he or she has learnt and how to improve next time. Formative assessments are used to assess knowledge, skills and understanding, identify gaps in learning and address misconceptions. The regular feedback used by teachers help establish goals and objectives for future teaching and learning, make adjustments to the sequence of lessons and delivery methods of specific topics so that the learning is continually enriching and engaging for the children.

Children participate in weekly 'Do it now' quizzes and self/peer assess their learning to promote independence and empower children to take charge of their own learning. Children develop skills to know and understand their own strengths and areas for development and help their peers improve in their learning too.

Examples of formative assessment methods we use at St Mary's Hampton CoE Primary School.

- Marking and feedback
- 'Do it now' weekly quiz
- Observations
- Questioning
- Self and peer-assessment

## 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 are carried out the end of each term and aims to ensure every teacher knows each child's attainment and knowledge gained for a specific topic. The summative assessments create a baseline for teachers and inform them of their starting points when starting to teach a new or related topic. This form of assessment provides useful information for improving future learning as it provides staff with information about effective teaching strategies and make any necessary changes or improvements. After evaluation of the

summative data, teachers are then guided in their teaching and learning when planning activities in subsequent courses.

Summative data evaluates the mastery of learning and is used to demonstrate improvement over a long period of time. In all year groups, it helps inform teachers about what the children have learnt during the course and what needs further recapping. Teachers and children receive useful feedback on the overall learning that has taken place.

Subject Leaders use summative data to assess the effectiveness of the curriculum being delivered as the data enables them to explore whether the teaching strategies, levels of engagement with specific topics and explore options to keep the subject engaging, relevant and relatable for the children.

Examples of summative assessments used at St Mary's Hampton CoE Primary School:

- › NFER reading
- › Writing moderation
- › Power Maths End of Topic/ Term Tests
- › End of Topic quiz
- › SATs
- › Phonics Assessments
- › EYFS Assessments
- › Termly reviews of 'Pupil Passports for children with SEND
- › Termly EAL assessments

Our rationale for using specific external commercial tests such as NFER and Power Maths is that they test the children against the National Curriculum objectives which we deliver through our curriculum and provide scoring based on national age-related expectations. These tests align with our assessment principles as they provide individualised feedback based on a child's attainment, which help inform next steps in the child's learning journey.

The assessments standardise and validate the different assessments we use by ensuring all children taking a particular assessment are given the same instructions and time limit (see SEND and Inclusion policy for how the school organizes access arrangements). After each test we review the data to confirm that a child can demonstrate all the knowledge and skills gained when learning a specific topic; amendments are then made for further assessments.

### 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 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
- › National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

## 5. Collecting and using data

It is necessary to record assessment data as it helps inform the school's teaching and learning practice. It provides evidence of children's strengths and areas for development, and it informs teachers of actions they need to take to ensure no child is left behind in their learning.

Data is collected informally by teachers through formative assessment methods and formally through summative assessments which take place at the end of each unit in of work and term.

The data collected is shared with the Senior Leadership team, Subject Leaders and Parents (see Section 7 below for further information). The Senior Leadership Team, alongside the class teacher review the data at Pupil Progress Meetings where success is celebrated and next steps are planned, for example further differentiation is required or an intervention is needed. Subject Leaders review data to measure the impact of the curriculum being delivered and share good practice across the school or investigate the barriers children are faced with when they have not successfully demonstrated the knowledge and skills gained from a specific topic.

At St Mary's Hampton, we encourage a work-life balance and make arrangements to ensure data collection will avoid adding to teachers' workload unnecessarily. For example, staff use

- symbols are used for feedback
- oral feedback is encouraged
- self and peer assessment
- collaborative planning and shared resources between class teachers and subject leaders (reasonable time is allocated for this)
- time is allocated to staff to input data on Scholarpack.

## 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. St Mary's Hampton CoE Primary 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, 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

See our Homework policy and Digital safety policy for more information on how students can and cannot use AI for their assignments.

## 7. Reporting to parents/carers

Parents have opportunities to meet with the class teacher each term, where they receive feedback on their child's learning. Parents have opportunities to go review their child's learning in their books and assessment is discussed with families. Parents take home a report each term at Parents' Evening which shares the progress made and whether their child is meeting age-related expectations in Reading, Writing and Maths. At the end of the year, parents take home an End of Year Report which formally shares the child's progress and attainment.

The annual reports to parents/carers include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, 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, except where the pupil is in:
  - The reception year; or
 Attendance data includes:
  - 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
- › The results of any public examinations taken, by subject and grade
- › At the end of KS1 and KS2:
  - Outcomes of statutory National Curriculum teacher assessments
  - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
  - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents/carers request)
  - A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

## 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

Every week the teachers take part in a Curriculum Professional Development Meeting which is either led by a subject leader, a member of the Senior Leadership team or an external visitor (for example from Achieving For Children). Staff also attend training delivered by Achieving for Children to ensure they are kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

At St Mary's, we ensure good understanding of assessment and assessment practice among all teachers. For example, on a termly basis, teachers take part in pupil progress meetings with the Senior Leadership Team and discuss children's progress and attainment. Staff take part in moderations, either within key stages or across schools within the local borough, where they share judgments on children's work based on the National Curriculum objectives.

The Headteacher and Assistant Headteacher for Assessment are responsible for ensuring staff have access to continuing professional development opportunities on assessment. The school stays abreast of good practice, and the mechanisms we have in place for sharing it include staying up to date with guidance from the DfE, local network meetings for subject leaders and senior leaders alike. The information from these

meetings are shared across the whole school in Curriculum Professional Development Meetings or an alternative mode that is suitable at the time.

## 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 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
- › Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### 10.3 Teachers

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy
- › 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 annually by Assistant Headteacher for Assessment. At every review, the policy will be shared with the governing board.

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

The Assistant Headteacher for Assessment will monitor the effectiveness of assessment practices across the school, through:

- › moderation
- › lesson observations
- › book scrutinies
- › pupil progress meetings

## 12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning Policy
- EAL policy
- Inclusion policy
- SEND policy
- Homework policy
- Online & E-safety policy
- Early Years Foundation Stage policy and procedures