

Crowton Christ Church C. E. Primary School

Assessment Policy

"With God, all things are possible."
Matthew 19:26



Assessment Policy	
Review Frequency	Three Years (or sooner if required)
Reviewed and approved by	Full Governing Body
Date	May 2025
Headteacher Signature	<i>Lauren Hill</i>
Chair of Governors Signature	<i>Sarah Thompson</i>
Date of next review	May 2028

This Assessment Policy provides a comprehensive structure for our whole school assessment policy, in line with expectations outlined in the Department for Education (DfE) guidance on assessment and the Ofsted Education Inspection Framework (EIF). It reflects the principles of effective assessment practice as outlined in the 2014 National Curriculum in England and supports our school in making valid and reliable judgements about pupil attainment and progress.

Statement of Intent

At Crowton Christ Church C.E. Primary School, we are committed to creating a quality teaching and learning environment with high achievement as our aim. The purpose of this policy is to outline the assessment arrangements for pupils in our school. We believe assessment should enable children to be successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential.

It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. Through the delivery and monitoring of assessment, we will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations.

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1. Legislation and Guidance

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 \(ARA\)](#)

2. Principles of Assessment:

- Encourage high expectations and ambition for all learners.
- Provide meaningful and accurate feedback to pupils, teachers and parents.
- Inform teaching and curriculum planning.
- Avoid unnecessary workload by limiting excessive data collection.
- Ensure assessment is inclusive, supporting SEND and EAL pupils effectively, to ensure equal opportunities for all.
- Involve all staff, pupils and parents in the assessment process.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, pupils need to be actively involved.

This will include:

- Sharing learning objectives
- Sharing success criteria or 'steps to success'
- Self-marking
- Questioning
- Time provided for editing/improving work
- Peer assessment (e.g. talk or response partners)
- 1:1 discussions with pupils
- Sharing individual or group learning targets/goals

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

3. Aims of Assessment at Crowton Christ Church C.E. Primary School:

1. To ensure assessments are consistent across all year groups and subjects, providing a reliable measure of pupil progress.

2. To actively involve pupils in their learning through self-assessment and peer assessment strategies.
3. To inform parents and carers of their child's progress and areas for development.
4. To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
5. To enable teachers to plan targeted interventions to support each pupil's individual learning needs.
6. To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting
7. To foster a culture of high expectations, continuous improvement, and reflective practice among all staff.
8. To analyse the performance of groups and cohorts of pupils to identify priorities for school development

4. Types of Assessment

4.1 Formative Assessment (Assessment for Learning)

Day-to-day formative assessment refers to the ongoing and continuous process of gathering information about pupils' learning and understanding on a regular basis. This is an integral part of the teaching and learning process at Crowton Christ Church C.E. Primary School. It is the most crucial type of assessment, as it informs the next steps in teaching and learning. It allows teachers to understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

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** to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve

Strategies used in the classroom:

- > Quizzes
- > Pupils work in books (including marking and feedback)
- > Observational assessments
- > Discussions with pupils (1-1, group or whole class)
- > Peer and self-assessment
- > Questioning

4.2 Summative Assessment (Assessment of Learning)

Summative assessments take place at key points during the year. These may include teacher assessments, standardised tests and end-of-unit evaluations. They provide a snapshot of pupil attainment. Our assessment weeks take place each term: November (Autumn), March (Spring) and June (Summer).

Summative Assessment Y1-Y6

Y1	Phonics Screening Check (June) *to include pupils who did not meet the standard in Y1
Y1	NFER Assessments – Spring / Summer (Reading Comprehension / Maths)
Y2-Y6	NFER Assessments – Autumn / Spring / Summer (Reading Comprehension / Maths / Grammar, Punctuation and Spelling)
Y1 – Y6	End of unit White Rose assessments completed at the end of each unit of work
Y1 – Y6	End of topic assessments in Science and foundation subjects to inform of any end points which have not been learned/retained by children and need further teaching
Y1-Y6	Writing – ongoing assessment of writing. Teacher judgements made termly based on writing criteria for specific year groups.
Y4	Multiplication Tables Check (June)
Y6	End of KS2 Standardised Assessment Tests (SATs) – May (Reading Comprehension / Maths / Grammar, Punctuation and Spelling)
SEN	Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language e.g. IDL

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** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Early Years will record children as being ‘on track’ or ‘not on track’ termly in each of the areas. Information from this will be used to formulate the interventions and targeted support taking place in the next term.

4.3 Diagnostic Assessment

Diagnostic assessments help identify gaps or misconceptions. They guide interventions and personalised support and support pathways e.g. Pupil Profiles.

4.4 National Statutory Assessments

We administer all required assessments, including:

- Early Years Foundation Stage Profile (EYFSP)
- Y1 Phonics Screening Check
- End of Key Stage 2 Assessments
- Y4 Multiplication Tables Check

4.5 Assessment Overview at Crowton

	Assessments
Reading	> Pathways to Read assessment grids (Y2-Y6) > Reading Planet levelled books + weekly comprehension questions > Guided group read sessions – P2R > 1-1 reading / reading interventions > IDL Literacy Screener > Little Wandle Reading > Data uploaded to Insight half termly > NFER/SATs termly
Writing	> Pathways to Write assessment grids > Half termly end of unit write > Opportunities for independent writing throughout units of work > Data uploaded to Insight half termly
Phonics	> Little Wandle heatmaps > Catch up envelopes > End of half term assessments > Y1 PSC practice > KS2 Little Wandle Rapid Catch Up > Little Wandle SEND Intervention Programme
Maths	> White Rose end of unit assessments > NFER/SATs termly > IDL Numeracy by Strand Progress > Data uploaded to Insight half termly > TT Rockstars heatmaps
Religious Education	> Questful RE Ladder of Expectation > Reflection questions > End of unit assessment sheet from Questful
Science	> CUSP assessment at the end of each unit > Knowledge checks throughout units of work
History	> End of unit written enquiry > Assessment grid linked to unit of work outcomes
Geography	> End of unit written enquiry > Assessment grid linked to unit of work outcomes
Computing	> Purple Mash end of unit ‘I can’ statements
Art and Design	> CUSP end of unit assessment sheet
Design and Technology	> CUSP end of unit assessment sheet
PE	> Complete PE assessment tool
Music	> Charanga assessment tool
MFL	> End of unit knowledge check (termly)

5. National Statutory Assessment

National Statutory Assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and

identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too.

5.1 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

5.2 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 2. (Optional KS1 assessments)

5.3 Early Years Foundation Stage Profile

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5; these standards must be met by all early years providers to ensure that children learn and develop well and are kept healthy and safe. The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Within the first 6 weeks of joining Reception, teachers administer the Reception Baseline Assessment.

In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out no later than 25th June. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

5.4 Y1 Phonics Screening Check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Y1 class teacher. The phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words - half are real words and half are non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between 4 and 9 minutes per child. Results for each pupil are included within their Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

5.6 Y4 Multiplication Tables Check

The purpose of the Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support. It is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question. On average, the check takes no longer than 5 minutes to complete.

5.7 End of KS2 SATs

Children in Year 6, at the end of Key Stage 2, will take National Curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The Key Stage 2 tests will be taken on set dates unless a child is absent, in which case they may be able to take them up to 5 school days afterwards. In their child's end of year report, parents receive test results for English grammar, punctuation and spelling; English reading and Mathematics. As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

Below is a summary of the statutory assessments that the school completes in chronological order:

National Statutory Assessment	When in the year the assessment occurs	Year group/s	Where assessment is recorded
Reception Baseline Assessment (RBA)	September/October (first 6 weeks)	EYFS	Insight and submitted to the Department for Education
KS2 SATs	May	Year 6	Insight and submitted to the Department for Education
Phonics Screening Check	June	Year 1	Insight and submitted to the Local Authority
Phonics Screening Check (retakes)	June	Year 2	Insight and submitted to the Local Authority
Multiplication Tables Check	June	Year 4	Imported into Insight from the Department of Education
Early Years Foundation Stage Profile	June	EYFS	Insight and submitted to the Department for Education

6. Assessment in the Early Years Foundation Stage (EYFS)

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

6.1 Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school.

The assessment is not intended to provide diagnostic information about pupils' areas for development. The assessment takes the form of a twenty minute 1:1 session with the teacher. Staff

also enter baseline assessment data into use the OTrack data management system to track pupil progress

6.2 EYFS Profile

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is “A Good Level of Development”. In order to achieve “A Good Level of Development”, children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child’s development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

6.3 The assessments are used to:

- Inform parents about their child’s next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child

6.4 The EYFS profile data is used to:

- Inform parents about their child’s development against the Early Learning Goals (ELGs) and the characteristics of their learning
- Support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- Help Y1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Throughout the year, we will observe the children, analyse and review what we see or know about each child’s development and learning and then we will make informed decisions about the child’s progress. This enables us to plan appropriate next steps. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at two other points throughout the academic year. EYFS profiles are moderated within school. We meet with parents in November and March to discuss progress and provide a written report at the end of the summer term. This report is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven Areas of Learning and Early Learning Goals.

7. Roles and Responsibilities

7.1 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.

7.2 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.

7.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback.
- Creating and sharing clear mark schemes for the purposes of moderation.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

7.4 Subject Leaders

Subject Leaders are responsible for:

- Monitoring the consistency and accuracy of assessments across year groups.
- Leading moderation processes.
- Analysing patterns and trends in assessment data and sharing this information with stakeholders.

8. Assessment in the Curriculum

Assessment is planned to align closely with the intent and implementation of the school's curriculum. Teachers use learning objectives from each subject area to inform success criteria and identify key learning outcomes. This ensures that assessment captures the depth of understanding, rather than simply checking coverage of content.

Assessment is mapped to our curriculum documents to measure progress toward clear learning goals. It reflects the breadth and depth of subject content. Subjects use assessment suited to their discipline (e.g. end of unit tests in maths or assessment questions in history).

Frequency and method vary appropriately.

Assessment outcomes are used by teachers to:

- Identify next steps in learning.
- Adapt lesson planning.
- Group pupils effectively.
- Provide appropriate support or challenge.

Please see our Curriculum Documents for further information on how subjects tailor assessment for their discipline. <https://www.crowton.cheshire.sch.uk/page/our-curriculum/9938>

9. Assessment for Inclusion

We are committed to ensuring that all pupils are assessed fairly and effectively, including those with additional needs. Inclusive assessment at Crowton Christ Church C.E. Primary School includes:

- Making reasonable adjustments for pupils with SEND and those with English as an Additional Language (EAL).
- Using appropriate access arrangements to remove barriers during assessments.
- Designing individualised assessment approaches in line with Pupil Profiles, EHCPs and targeted support plans.
- Regularly reviewing and monitoring the impact of interventions to ensure they support progress and achievement for all learners.

9.1 Adjustments for SEND and EAL Pupils

- Teachers differentiate assessment tasks to match the needs, language levels and learning profiles of pupils with SEND and EAL.
- Scaffolding is used (e.g. sentence starters, visual aids, vocabulary banks, practical activities) to allow pupils to demonstrate their understanding effectively. Use of whole school 'Adaptive Teaching' strategy.
- Additional time or alternative response formats (oral rather than written, use of technology) are provided where appropriate.
- Staff work closely with the SENDCO and Headteacher to ensure that assessment methods are responsive to individual needs.
- EAL pupils are assessed in a culturally and linguistically sensitive manner, focusing on curriculum content knowledge rather than English proficiency alone.

9.2 Use of Access Arrangements

- Access arrangements are implemented in line with guidance from the Standards and Testing Agency (STA) for statutory assessments.
- Common arrangements include: extra time, use of a scribe or reader, breaks during assessments or use of assistive technology.
- These arrangements are based on normal classroom practice and are reviewed termly to ensure they remain appropriate and effective.
- Staff receive training to ensure they understand and apply access arrangements consistently and fairly.

9.3 Individualised Assessments (Pupil Profiles or EHCPs)

- Pupils with a Pupil Profile or EHCP have personalised assessment strategies, agreed through regular review meetings involving parents, staff, external professionals and the pupil where appropriate.
- Assessments may focus on small-step targets or outcomes identified in the EHCP, including progress in social, emotional, communication or physical development.
- Teachers use alternative methods of recording achievement (e.g. observation, photographic evidence, annotated work samples) to build a full picture of pupil progress.
- Progress toward EHCP outcomes is tracked separately and reported in annual reviews.

9.4 Monitoring the Impact of Interventions

- Intervention programmes (academic or pastoral) are planned with clear entry and exit data points to measure effectiveness.
- Baseline and exit assessments, alongside ongoing teacher observations, are used to assess impact.
- Pupil Progress meetings are held termly to evaluate intervention success, identify next steps and adjust provision accordingly.

- The SENDCO leads the tracking and analysis of progress for pupils receiving interventions and works with class teachers to ensure interventions support long-term outcomes, not just short-term gains.

This inclusive approach ensures that assessment supports learning for all children, recognises and responds to individual needs and contributes to the wider ethos of care, support and high expectations that defines Crowton Christ Church C.E. Primary School.

10. Moderation and Standardisation

Allowing teachers to discuss, challenge each other and feel more confident in their assessments of pupils is critical to building a culture of valid, robust assessment and carefully planned opportunities to moderate judgements in this is critical.

Our teachers participate in moderation meetings internally so that they have a common understanding of the expectations in core subjects. Pupils' learning is shared and discussed, alongside our knowledge of the requirements of the National Curriculum. By doing this we ensure that we make consistent judgements about standards in the school.

We believe the aspect of the curriculum that most requires moderation between teachers is writing and so we offer sessions with local schools to discuss their judgements three times a year; these are planned in to fall before the data deadlines at the end of each term. Each teacher will bring a selection of writing from pupils to a meeting within their year group teams. This allows healthy, professional debate about these pupils' and should help teachers feel more confident in their judgements.

11. Reporting

At Crowton, we have an open-door policy and encourage parents to contact their child's teacher if they would like to discuss their child's learning. In addition to this, we offer parents the opportunity to meet their child's teacher formally in November and March. In these meetings, part of the discussion will be focused on the child's progress and attainment.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. Following this, parents are given the opportunity to meet with their child's teacher to review their written report. For year groups completing statutory assessments, they will also receive a report of these results.

The Headteacher provides termly updates to the Governing Body in relation to assessment. This includes key data, progress against targets and statutory outcomes.

12. Monitoring and Evaluating

Children's progress is closely monitored at Crowton so that we can provide the best possible opportunities and highest levels of support for all children. Pupil Progress meetings are held during the year (usually after each assessment week) to discuss the progress of all children by referring to teacher knowledge and by looking at data. Points for action are made and specific areas of support are identified. These meetings are integral to the school being able to allow children to make progress that is at least in line with the national average. Following these meetings, some children will be identified as requiring additional support and this will be reviewed regularly.

13. Marking and Feedback

Feedback is timely, constructive and purposeful. It includes:

- Verbal feedback
- Written comments

- Whole-class feedback

We follow EEF guidance on feedback to support learning and reduce workload. Pupils are taught to reflect and respond to feedback.

Please see our Marking and Feedback Policy for further details: https://spaces.schoolspider.co.uk/uploads/18/page/27525490_page_file.pdf

14. Review Cycle

This policy is reviewed every three years (or sooner if required) by the Headteacher, in consultation with staff and governors.

15. Links with Other Policies

This assessment policy is linked to our:

- > Curriculum Policy
- > Marking and Feedback Policy