

Charlestown Community Primary School



Assessment Policy

July 2026

**Approved by: Full
Governing Body**

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Amendments:

July 2026

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Next review due by:

July 2027

Introduction

This assessment policy has been adapted in response to the removal of levels for assessing children and is based on recommendations in the Final Report of the Commission on Assessment without Levels (September 2015) and in line with the 'Purposes and Principles of Assessment without Levels.'

Rationale

Assessment is a continuous process at Charlestown, which is integral to teaching and learning, allowing children to achieve their full potential. At Charlestown we use academic assessment as a starting point to inform our practice. We use national assessments as a reference point for school achievement and progress over time.

Types of Assessment

There are three types of assessment used at Charlestown Community Primary School:

1. **Formative assessment** (day-to-day assessment for learning)
2. **In-school summative assessment** (end of unit/term assessments)
3. **Nationally standardised summative assessment** (statutory tests)

Aims of Assessment

Our assessment approach aims to:

- **Identify** what children know and what they need to learn next in line with our progress
- **Inform** planning (school/class/group/individual), target setting, information for parents and governors, and class organisation
- **Measure** individual and group progress
- **Evaluate** the effectiveness of teaching and learning methods and interventions
- **Motivate** teachers and pupils
- **Comply** with statutory requirements and align the school with national standards

Purpose of Assessment

This Assessment Policy sets out the key principles behind our assessment system. It provides all stakeholders with a clear overview of why, how and what we assess as a school.

Formative Assessment (Assessment for Learning)

As a school, we believe that **formative assessment is at the very heart of good quality teaching and learning.**

Day-to-day formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continual basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress further. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

Through day-to-day formative assessment we will:

- Support children in measuring their knowledge and understanding against learning objectives, identifying where they need to target their efforts to improve

- Ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations
- Make use of the school tracking system (O Track) to record children's progress against National Curriculum criteria that has been taught

A range of day-to-day formative assessment strategies will be used, including:

- Rich questioning and dialogue
- Marking pupils' work effectively using '1, 2, 3' to highlight areas for further challenge, development or improvement
- Observational assessments
- Written and verbal feedback
- Discussions with children
- Children self-assessing and using purple pen to edit before work has been marked and complete corrections after it has been marked
- Peer assessment (children will be taught how to do this effectively)

The purposes of effective formative assessment are:

- **For children:** To develop keen, ambitious learners with a thirst for learning by identifying where they need to target their efforts to improve
- **For teachers:** As reflective practitioners, formative assessment allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension and helps us evaluate what is working well in our teaching and what we might need to adapt
- **For parents/carers:** It provides rich, constructive information to report to parents, giving them a broad picture of their child's strengths and areas for improvement

Summative Assessment (Assessment of Learning)

Summative assessment is a significant contributor to our understanding of children's learning. There are two types of summative assessment.

In-School Summative Assessment

In-school summative assessments are used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic over a period of time, providing feedback on how they can continue to improve.

In-school summative assessments also inform parents about achievement, progress and wider outcomes. Teachers use these assessments to evaluate both pupils' learning at the end of a topic/unit of work and the

impact of their own teaching. Both purposes support teachers in planning for subsequent teaching and learning.

In-school summative assessments are also used at whole-school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In-school summative assessments are used at the end of each term. The assessments used are:

- National Curriculum SATs papers from previous years where applicable (Yr2 and Yr6)
- Recognised nationally moderated assessments (PIXL, NTS etc)

A schedule for each year group to identify the most appropriate assessments to use at which points of the academic year is produced each academic year to inform staff of the requirements.

The purposes of effective in-school summative assessment are:

- **For children:** Provides an opportunity to understand how well they have understood and retained information on a particular topic/theme
- **For teachers:** An opportunity to evaluate children's learning and the impact of their teaching of different concepts and skills. This information supports the planning of future teaching and learning
- **For parents/carers:** Allows the school to summarise the information provided by formative assessment and feedback
- **For school leaders:** Helps to support and verify judgements made through formative assessment. Assists in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school and to use this analysis to redeploy resources as required to close gaps

Writing Teacher Assessment

Alongside the formalised tests for reading and maths, a programme of teacher assessment for writing takes place.

Each term, teachers use examples of children's written work from across the curriculum subjects to assess against National Curriculum descriptor statements. The teacher assesses whether each child has not achieved, partially achieved or fully achieved each descriptor.

A minimum sample of 3 children per half term will be chosen, with extra children indicated when necessary. Teachers will record and date exactly where the evidence towards each descriptor can be found for this

sample group. These documents form the basis of the internal moderation process to guarantee the consistency of teacher judgements. During this moderation process, members of SLT will question and challenge the judgements to ensure a robust and accurate assessment has taken place. Further moderation opportunities also take place with cluster schools and LA moderators (in Years 2 and 6) to ensure that the judgements made remain consistent with other schools.

Each of the assessments referenced will be recorded and analysed to identify gaps in children's knowledge, skills and understanding. This will then be used to inform future planning.

Nationally Standardised Summative Assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents/carers with information on how the school is performing in comparison to schools nationally.

Teachers have a clear understanding of national expectations and can assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness.

The Government and Ofsted also make use of nationally standardised summative assessments to provide a starting point for Ofsted's discussions when making judgements about the school's performance.

Nationally standardised summative assessments that will be used are:

- A Phonics Screening Check in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests at the end of Key Stage 2

The purposes of national summative assessments are:

- **For children:** Allows them to see how they perform alongside children of the same age nationally
- **For teachers:** Allows comparisons to performance nationally and clarity on nationally expected standards
- **For parents/carers:** Allows comparisons to how the school and their child is performing nationally
- **For the Government:** To hold schools to account
- **For Ofsted:** To provide information on the school's performance and effectiveness

SEND Assessment

For children with a very high level of need who are unable to access a curriculum in line with their peers and whose assessment profile is irregular, they will be assessed using **Cherry Garden**.

For children who can access a curriculum but primarily at a level lower than their peers, they will be assessed in English and Maths using **PIVATs**. This document is ongoing and identifies next steps for those children.

We also use **Welcomm** and **NELI** assessments within the first few weeks of reception to establish any developmental delays that may be present to allow for early focused intervention.

EAL Assessment

At Charlestown Community Primary School, we also use the **NELI Language screening tool** for assessing English as an Additional Language. The tool helps practitioners to become more aware of the understanding and progress of their EAL learners through a summative assessment and a structured intervention programme linked to this assessment.

Assessment in Early Years

Assessment in Early Years follows the EYFS Statutory Framework 2021. The 'Statutory framework for the early years foundation stage' (March 2021) states that:

'When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.'

At Charlestown Community Primary School, we believe that a combination of summative and formative assessment in Nursery and Reception is integral to ensuring all children make a good level of development and leave Early Years ready for Year 1 with the skills needed to access the National Curriculum.

Formative Assessment in EYFS

Whilst there is no requirement for a collection of physical evidence, we have chosen to have an ongoing (formative) system in place. In both Nursery and Reception, small amounts of evidence are collected through observation and discussion, and this is recorded on the programme '**Seesaw**'.

This evidence includes:

- Photographs
- Videos
- Teacher and teaching assistant annotations

These are then used to update the teachers' half-termly formative assessments on the school's chosen assessment system.

Summative Assessment in EYFS

Alongside ongoing formative assessments, teachers assess the children using summative assessment:

- Reception children take part in the **STA Reception Baseline Assessment** within their first six weeks of beginning at Charlestown Community Primary School
- Both Nursery and Reception children are assessed against the prime and specific areas termly

Assessment Points:

Baseline Assessment	Midyear Progress Review	End of Year GLD Check
October	February	June (no later than 30th)

Children are assessed using the following judgements:

Emerging	Expected
Not yet reaching the expected level of development	Meeting the expected level of development for their age

These teacher assessments (formative and summative) are used to monitor the progress of the children in EYFS and used to target specific groups of children. They identify gaps in children's learning, with a particular focus on achieving a good level of development (GLD) and ensuring children are Year 1 ready.

EYFS Profile

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, an **EYFS Profile** is completed for each child.

For each of the 17 Early Learning Goals (ELGs), practitioners must judge whether a child's learning and development is:

- **Not yet reaching the expected level ('emerging')**
- **At the expected level ('expected')**
- **Beyond the expected level ('exceeding')**

Good Level of Development (GLD):

To achieve a Good Level of Development, children must achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
- The early learning goals in the specific areas of mathematics and literacy

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

How is Assessment Carried Out at Charlestown Community Primary School?

Formative assessment is at the forefront of our approach to assessment. Formative assessment is carried out continually by all staff – 'formally' and 'informally'. It is important to remember that this is a process that everyone is involved in: adult–pupil; pupil–pupil.

This creates a cycle which is used to improve teaching and learning across the school.

As a minimum, all Charlestown Community Primary School staff will:

Before/After lessons:

- Review work from previous lessons. Review should maximise what will impact on the progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow children to access learning
- Reflect on previous lessons – was the pitch appropriate? Who struggled? Why? How can I adapt/scaffold the learning to support them? Who found it easy? What is their next step?
- Use information gained to adapt planning as appropriate for groups/individuals/whole class

During lessons:

- Question children – fully explore children's understanding (this is not a test to see if they have listened or if they understand). We will use the information we get from children's responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; regroup children if some need extra support
- Provide immediate feedback – we do not simply reward 'getting it right': provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. We reward effort, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort and a positive mindset
- Talk – give children opportunities to formulate answers and share strategies/ideas with partners using Kagan structures where appropriate. We will listen to these conversations as they can provide invaluable insights into children's level of understanding. We will continue these conversations throughout the lesson – regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.

- Mark work during the lesson to provide immediate information to us and immediate feedback for the children to correct misconceptions or to move learners on
- Response to marking – children should be given opportunities to respond to marking during lessons or at another point shortly after (start of day, immediately after lunch, etc.)
- Peer/self-assessment – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning

Regularly:

- Use **core trackers/Arbor** to identify gaps in the children's learning and use to plan next steps in learning for individuals/groups/whole class

Half-termly/Termly:

- Moderation and pupil progress meetings will take place – this will focus on discussing the evidence used to say children are secure in a particular skill and whether this is consistent across year groups and the whole school
- **Core trackers** will continue to be updated and the whole school tracking system **Arbor** will be updated each term. This will be updated based on a combination of teacher assessment and standardised scores from tests
- Teaching and learning reports will be produced each term to provide an overview and analysis for all stakeholders (Governors/SLT)

Annually:

- Staff will use teacher assessments to baseline children on entry to the school (Nursery or Reception)
- **KS2 SATs** – Charlestown Community Primary School will implement the guidance on end of Key Stage SATs as set out by the DfE as information is produced by the DfE and made available to the school
- **Year 1 Phonics Screening** – Charlestown Community Primary School will carry out the phonics screening in accordance with the arrangements set out in the guidance produced by the DfE and will also carry out a reassessment of Year 2 pupils who did not meet the required standard in the Year 1 phonics screen the previous year
- The school will take part in writing moderation exercises with other schools in the school cluster and will compare children's work at different points in the school year
- **Year 4 Multiplication Tables Check** – Year 4 will complete the Multiplication Tables Check annually following DfE guidance

Parents and Carers

We believe that learning is most effective when carried out as a partnership between school and home. We will formally share next steps with parents and carers each term through parents' evenings, open classrooms, IEPs (for SEND) and written reports at the end of the school year.

We will also endeavour to share next steps informally through:

- The type of homework set
- Feedback in reading records
- Informal conversations at appropriate times of the school day

Monitoring and Review

This policy will be reviewed every two years by the Senior Leadership Team and Governing Body to ensure it remains effective and aligned with current educational requirements and best practice.

Next review date: July 2028