



Assessment Policy

September 2025

Version 2.0

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1 Introduction

This document sets out our approach to assessment. It is split into the following sections:

2. **Formative Assessment.** Definition and Practice.
3. **Summative Assessment.** Definition and Practice.
4. **Levels of Attainment.** The four levels at which students are judged.
5. **Assessment - Early Years.** How we assess in Early Years.
6. **Assessment - Key Stage 1.** EYFS, Year 1 and Year 2.
7. **Assessment - Key Stage 2.** Years 3 – 6.
8. **Collection and Evaluation of Assessment Outcomes**
9. **Feedback to Pupils**
10. **Reporting to Parents**
11. **Reporting to Governors**
12. **Roles and Responsibilities**
13. **Dissemination**
14. **Reviewing the Policy**

2 Formative Assessment

2.1 **Ongoing daily or weekly recording of what children have learned and the gaps in their knowledge, thus informing future planning.**

2.2 The purpose of formative assessment is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All formative assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve.

2.3 **Formative assessment is central to the way we assess children at our school.**

2.4 The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes or mental activities (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids or activities which are used at the beginning of many new topics and revisited at the end
- Marking, which may range from scanning of work, to in depth marking with responses required from the children. Marking will include comments on what a pupil has done well, and suggestions for improvement or challenge.
- Formal weekly reviews and or evaluations from children
- Regular recording of assessment against National Curriculum objectives ('assessment statements') taught within each curriculum area (core subjects)
- Writing tasks with detailed suggestions and comments
- SEN Support Plan reviews of progress towards targets
- Termly year-group progress meetings: progress of whole class, vulnerable groups and individuals is reviewed, and actions agreed for underachieving and higher ability children

2.5 Although schools are free to adapt materials to their own needs, there are a set of published materials (lists of formative assessment statements) that must be used, or on which a school's own approach must be closely based.

3 Summative Assessment

3.1 **At the end of a unit/term/year, a gauge of how well have children have understood and retained their learning**

3.2 Summative assessment takes place at the end of a particular unit of work, a term or at the end of a school year and informs teachers of how well children have understood, retained their learning and the progress they have made over a period of time. Examples of summative assessment are:

- End of unit assessments, e.g. in Science or Maths
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Annual reviews for children with an EHCP or Statement of SEND

3.3 In addition, there are National Curriculum summative assessments which measure children's abilities against national standards:

- EYFS Baseline and Early Learning Goals
- Phonics screening assessments
- KS1 assessments (now optional)
- Year 4 Multiplication Tables Check
- KS2 assessments (SATs) in Maths, Reading and GPS; teacher assessment of Writing and Science

3.4 Although schools are free to adapt materials to their own needs, there are a set of published materials (test papers and SATs examples) that must be used, or on which a school's own approach must be closely based.

4 Levels of Attainment

During the year, and particularly at the end of the year, a pupil's performance in each subject will be assessed against these four levels of attainment, based on the expectations for a child in a particular stage of their school career (year group).

Age-related Expectation (per year group)	Notes
Has Not Met (HNM)	A child working well below the expectations for their year group. Often this child may be assessed against other (lower) criteria in order to show their capabilities and progress.
Working Towards the expected standard (WTS)	A child working within their year group expectations, but not quite meeting them.
Working at the expected standard (EXS)	A child is working at the level expected for their current year group. This is sometimes known as the Age Related Expectation .
Working at Greater Depth (GDS)	A child working at a level above what would be expected for their year group.

5 Assessment – Early Years

Early Years assessment focuses on an initial Baseline assessment when children arrive, and a year-end assessment against the Early Learning Goals. Both of these are statutory (reported to DfE) requirements.

Assessments	When	What we do	Notes
Baseline Assessment in maths, literacy, communication and development Reported to DfE	Within 6 weeks of starting in Reception	These statutory assessments, and ongoing formative assessment.	Results not published
Phonics – see KS1 table	Regular	Phonics teaching and grouping	Termly checks on progress and re-grouping
Maths and Writing	Regular		Termly checks and re-grouping
Early Years Foundation Stage Profile Reported to DfE	End of Reception year	Assess against these Early Learning Goals	17 ELG areas: Being Imaginative and Expressive; Building Relationships; Comprehension; Creating with Materials; Fine Motor Skills; Gross Motor Skills; Listening, Attention and Understanding; Managing Self; Number; Numerical Patterns; Past and Present; People, Culture and Communities; Self-Regulation; Speaking; The Natural World; Word Reading; Writing

6 Assessment – Key Stage 1

Subject	Statutory Assessments – reported to DfE	What we do
Phonics	Phonics Screening Check (end of Year 1) - Results published at Local Authority Level	<ul style="list-style-type: none"> • Ongoing Phonics assessments and the official check • Termly summative assessments and regrouping (Reception, Y1 and Y2)
Maths	SATs no longer reported to DfE	<ul style="list-style-type: none"> • Formative assessment against National Curriculum objectives – analysed termly • End of Unit White Rose Maths/Primary Stars tests • End of KS1 SATs tests
Writing and Grammar, Punctuation and Spelling (GPS)	None	<ul style="list-style-type: none"> • Formative assessment against National Curriculum objectives – analysed termly • At least six Assessed Writing pieces • End of KS1 SATs tests in Spelling and Grammar
Reading	SATs no longer reported to DfE	<ul style="list-style-type: none"> • Formative assessment against National Curriculum objectives – analysed termly • Regular tests of word reading (common exception words) • End of KS1 SATs tests
Science	None	<ul style="list-style-type: none"> • Formative assessment against National Curriculum objectives – analysed termly
Computing	None	<ul style="list-style-type: none"> • Formative assessment against National Curriculum objectives (Lesson by lesson objectives drawn from Kapow Computing scheme) – analysed termly
Foundation Subjects	None	<ul style="list-style-type: none"> • Summative Assessment 3x per year, based on guidance statements for each level of achievement (WTS, EXS, GDS)

7 Assessment – Key Stage 2

Subject	Statutory Assessments – reported to DfE	What we do
Maths	Multiplication Tables Check (Year 4) Arithmetic and Reasoning (2) SATs papers (Year 6)	<ul style="list-style-type: none"> Formative assessment against National Curriculum objectives – analysed termly End of Unit White Rose Maths tests End of Year SATs-style tests (arithmetic and reasoning) for all year groups
Writing and Grammar, Punctuation and Spelling (GPS)	Teacher-assessed Writing results (Year 6) Spelling and Grammar SATs papers (Year 6)	<ul style="list-style-type: none"> Formative assessment against National Curriculum objectives – analysed termly At least six Assessed Writing pieces End of Year Test papers in GPS for all year groups <p>Note: for Writing, children must meet all objectives in a level to be awarded that level.</p>
Reading	1 SATs paper (Year 6)	<ul style="list-style-type: none"> Formative assessment against National Curriculum objectives – analysed termly End of Year SATs-style reading comprehensions for all year groups
Science	Teacher-assessed Science results (Year 6). <i>EXS or HNM only.</i>	<ul style="list-style-type: none"> Formative assessment against National Curriculum objectives – analysed termly <p>Note: Children must achieve all ‘<i>Working Scientifically</i>’ and ‘<i>Science Content</i>’ objectives within a level to be awarded that level.</p>
Computing	None	<ul style="list-style-type: none"> Formative assessment against National Curriculum objectives (Lesson by lesson objectives drawn from Kapow Computing scheme) – analysed termly
Foundation Subjects	None	<ul style="list-style-type: none"> Summative Assessment 3x per year, based on guidance statements for each level of achievement (WTS, EXS, GDS)

8 Collection and Evaluation of Assessment Outcomes

- 8.1 In September 2025 SCPS moved to the assessment recording tools offered by BromCom (our Management Information System).
- 8.2 For Reading, Writing, Maths, Computing, GPS and Science, pupil assessment statements representing a set of skills for the curriculum for their year are used by children and teachers to track progress. All recording against these individual statements is completed online, either live during a class, on a daily basis whilst marking books, or at the end of a unit or topic.
- 8.3 Each term, teachers assess children against each of the statements for each of the subjects. A teacher can decide whether the evidence shows that the child is currently working **below** the expected standard (Has not met or **HNM**), **Towards the Expected Standard (WTS)**, **At the Expected Standard (EXS)**, or **Above** (Greater Depth - GDS) the age-related standard.
- 8.4 Once a child has reached the **EXS** standard (according to national benchmarks) they will be considered to have achieved the level for that year. If they achieve the **GDS** level, they will be expected to demonstrate 'mastery' of their skills. Even if they begin to demonstrate further skills, they will not be graded on the following year's grades until they are in that year group.
- 8.5 Termly Pupil Progress meetings continue to take place to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and the effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or Speech and Language TA. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.
- 8.6 Teachers moderate within year groups, within and across key stages to ensure consistency. Data is shared with Governors who are responsible for ensuring effective pupil progress.
- 8.7 Our online system produces a variety of outputs which help to inform the meetings and reviews described.
- 8.8 The Head Teacher analyses data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams at the termly Pupil Progress meetings.
- 8.9 Information is shared and discussed with the Senior Leadership Team, the Wider Leadership Team (which includes key stage leaders and English, Maths, Computing and Science leaders) and Curriculum sub-committee governors. At key stage meetings, staff are updated on headlines of children's progress.

9 Feedback to Pupils

- 9.1 Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written.
- 9.2 Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see appendix 1 of our Teaching and Learning Policy.

10 Reporting to Parents

- 10.1 Information on how each child is achieving against the curriculum (derived from the online system) is discussed with parents at the Autumn and Spring Parent Consultation meetings and through end of year reports in the summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews for children with Statements of SEN or EHCPs.
- 10.2 EYFS teachers assess children using the DfE's 'Development Matters' and regularly show parents formative assessment and progress via the **Evidence Me** online tool. At the end of the Reception year, children are assessed against the 17 Early Learning Goals and these are reported to parents.

11 Reporting to Governors

- 11.1 Assessment outcomes and current progress are reported to Governors at Full Governing Board meetings.
- 11.2 Curriculum Committee meetings discuss and debate assessment issues in more detail.

12 Roles and Responsibilities

- 12.1 Assessment Leader
- Update this policy in the light of DfE advice and requirements
 - Lead the development of assessment policy
 - Organise staff training ensuring development of practice
 - Develop and help to monitor school assessment policy and practice
 - Keep up to date with current assessment thinking and practice

Sonning Common Primary School
Assessment Policy

- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject leaders and class teachers
- Organise access arrangements for National Assessments
- Assist Head Teacher with setting challenging whole school targets

12.2 Subject Leaders

- Lead whole staff moderation meetings in their subjects
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

12.3 Class Teachers

- Maintain ongoing assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least termly)
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons according to the Teaching and Learning Policy
- Give children guidance and feedback on their work so they know how to make progress

12.4 Senior Leadership Team /Key Stage Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Analyse data across year groups
- Carry out half termly Progress Meetings with each year group

12.5 SENCo

- Co-ordinate the identification and assessment of children with SEND
- Monitor effectiveness of interventions
- Lead interventions where professional teaching skills are necessary
- Liaise with LA and stay up to date with available intervention schemes

12.6 Lead TAs

- Co-ordinate TA interventions
- Monitor effectiveness of interventions
- Meet regularly with TAs to ensure the smooth running of interventions

13 Dissemination

The Policy is available on the school web site and a paper copy can be obtained from the main school admin office on request.

14 Reviewing the Policy

This policy will be reviewed biannually by the Head teacher and monitored by the Chair of Governors with changes made to ensure that the Policy is relevant and up to date.