



# Harrietsham Church of England Primary School

## Assessment Policy

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Responsibility:	Deputy Headteacher
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# Harrietsham Church of England Primary School Assessment Policy

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## School Context:

### Harrietsham CEP Vision Statement

*We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.*

### **“Nurtured we flourish”**

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

### **Our Values**

The roots of our vision are in the parable of the Mustard Seed.

*‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.*

***Matthew 13 31-32***

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

### ***Love, Fellowship and Forgiveness***

## 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](#).
- [2024 assessment and reporting arrangements \(phonics screening check\)](#).
- [2024 key stage 2 assessment and reporting arrangements](#).

## 3. Principles of assessment

Our work will incorporate the following agreed principles of assessment:

- Assessment provides evidence to guide teaching and learning.
- Assessment is fair, inclusive and free from bias.
- Assessment outcomes are conveyed in an open and transparent way.
- Assessment objectives set high expectations for learners.
- Assessment is appropriate to age, to the task and to the desired feedback information.
- Assessment should draw on a wide range of evidence.
- Assessment is consistent, with judgements which can be moderated to ensure accuracy.
- Assessment outcomes provide meaningful and understandable information.

## 4. Assessment approaches

At Harrietsham Church of England 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.

Please see **Appendix A** for a detailed overview of our annual assessment schedule.

### 4.1 Assessment for Learning AFL

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.

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. Assessment for learning takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

## 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 at Harrietsham Church of England Primary School occur at the end of Term 2, 4 and 6 in Reading, Writing, GPS and Maths. We use nationally recognised standardised testing materials which include GAPS for GPS; White Rose termly tests which are standardised using Smart Grade; and PiRA for our reading assessments.

These assessments allow our teachers to obtain detailed information about their pupils' gaps in knowledge and skills which enables them to adapt and inform future planning. We use Arbor to collate and analyse this data at class, year group and school level. This data is analysed further at all levels of leadership - from subject leaders to our senior leadership team where a forensic look is made of our key groups and decisions are made about the strategic direction of our school.

In school moderation occurs seasonally and inter-school moderation occurs at least twice a year. We attend EYFS and KS2 moderation at county level. As part of our Early Reading and Phonics teaching, we use the Little Wandle assessment programme to provide regular summative assessment data, which informs future planning and intervention.

## 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.
- Multiplication and Times table check in Year 4.
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (Year 6).

## **5. Target Setting**

Targets are set for all pupils at Harrietsham C of E Primary School.

They are based on:

- The professional judgement of the EYFS Phase Leader (for predicted GLD % target).
- Reception phonics assessments for the Phonics Screening Check.
- Year 3 baseline TTRS practice multiplication tables checks and heat maps.
- Fisher Family Trust Aspire (FFT) for Key Stage One and Two Reported Targets.

Every child is set a target each school year for Reading, Writing, GPS and Maths. Targets are set inline with FFT 20 targets.

Targets are set by SLT, agreed with teachers and then presented to the Governing Body and agreed through the ratification of the School Improvement Plan. Some children have adjusted targets recorded on Arbor if they have already exceeded their FFT 20 target.

## **6. Reporting to parents/carers**

Interim reports are sent to parents at the end of Term 2 and 4 with levels in Reading, Writing and Maths.

A full, annual report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of learning covered, achievements, end of Key Stage 2 SATs results for Year 6, Year 1 phonics or Year 2 retake results, Year 4 multiplication times-table check and offers advice for improvement / continued progress.

When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective.

For EYFS, a report at the end of the year is sent to parents outlining their child's progress and informing them of their child's profile results.

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year for parents to view their child's work and classroom. Information available to parents during consultations will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

## **7. 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.

## **8. Roles and responsibilities**

### **8.1 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.

### **8.2 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.

### **8.3 Assessment Lead**

The Assessment Lead is responsible for:

- Supporting the Headteacher with assessment responsibilities.
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points.
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately.

## **8.4 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.

## **9. Monitoring**

This policy will be reviewed annually by the Assessment Lead. At every review, the policy will be shared with the governing board.

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

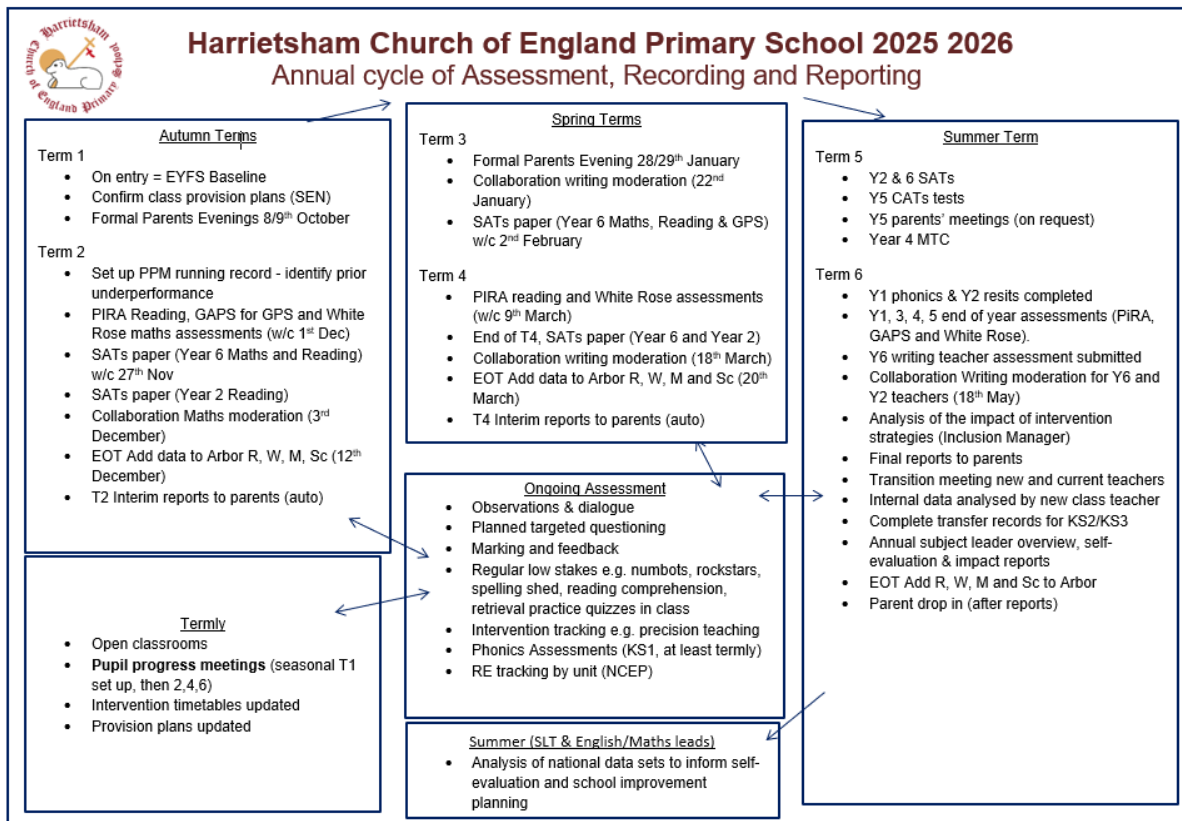
The Assessment Lead will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and/or pupil progress meetings.

## **10. Links with other policies**

This assessment policy is linked to our:

- Curriculum policy
- Marking and Feedback policy
- Teaching and Learning policy
- Early Years Foundation Stage policy

# Appendix A



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception baseline (first 6 weeks)	W/c 1 <sup>st</sup> December PIRA Yr 3,4,5 White Rose Year 1,2, 3,4,5		W/c 9 <sup>th</sup> March PIRA Yr 1, 3,4,5  White Rose Year 1,3,4 & 5	Key Stage 1 optional sats Month of May	W/c 29 <sup>th</sup> June PIRA Yr 1,3,4,5 White Rose Year 1, 3, 4, 5
	Year 6 Ks2 Year 2 Ks1 Phonics screening	w/c 12 <sup>th</sup> February Ks2 2023 papers	Year 2 Ks1 Phonics screening 2023 papers	Key Stage 2 Monday 11 May to Thursday 14 May	Phonics Screening Check Week commencing Monday 8 <sup>th</sup> June 2026
				Multiplication Times table check (within 2-week period from Monday 1 <sup>st</sup> June '26)	