



# **Eythorne Elvington Community Primary School**

## **Assessment Policy**

<b>FGB Meeting: 29.10.2025</b>	<b>Reviewed: Annually</b>
	<b>Version 1.0</b>

This policy outlines the purpose, nature and management of assessment at Eythorne-Elvington Community Primary School. We use assessment as a means to complement and support learning which then enables us to regularly evaluate our practice. We believe the key purpose of assessment is to support children's achievement and progress to allow them to maximise their learning potential and broaden their horizons.

## 1. Aims & Principles of Assessment

### Aims

This policy aims to:

- Improve pupil outcomes.
- To evaluate the impact of our curriculum on teaching and learning practice.
- Allow teachers to determine what a child can do and to help them plan future support and fill any gaps in knowledge and understanding.
- Give pupils specific, effective feedback so they know what they have done well and what they need to do to improve.
- Identify pupils falling behind and provide them with the right support to catch up.
- Establish a consistent and coherent approach to assessment across the school.
- Ensure assessment is not onerous for teachers, thinking carefully about the purpose and frequency of data collection and data input.
- Ensure high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- promote and emphasise the opportunity for all children to succeed if taught and assessed effectively.
- ensure there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- focus on monitoring and supporting children's progress, attainment and wider outcomes.
- provides information which is clear, reliable and free from bias and informs teaching and learning.
- support informative and productive conversations with pupils and parents
- encourage children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- be inclusive of all abilities.
- help pupils embed and use knowledge fluently or to check understanding and to inform teaching.

**This policy has been informed by documents and research:**

- Education Endowment Foundation report: *assessing and monitoring pupil progress*
- DfE report: *assessment without levels*
- Work of Kate Jones, Dylan William and John Hattie
- Eythorne Elvington Marking & Feedback Policy ([appendix 1](#))

## **2. Formative Assessment**

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. It is an opportunity to measure strengths and areas for development. This information is used to understand pupil performance on a continual basis to support teachers to identify those pupils that are struggling, those pupils have consolidated their learning and those pupils that are ready to progress. It also allows teachers to appropriately support children as necessary to support progress. We use a range of information to inform teachers' formative assessments.

### **2.1 Assessment Strategies**

Regular ongoing in-class assessment through a range of strategies include:

- Deep questioning and assessment of answers
- Observations
- Marking and feedback of pupil's work
- Regular recap quizzes
- Discussions with children
- Self and peer marking
- Pupil voice

### **2.2 Reading**

- In reception and Year 1, Little Wandle Phonics ongoing assessments are used by the class teacher to assess a child's reading in relation to the graphemes taught
- In Reception and Year 1, a child takes home a Little Wandle fully decodable reading book linked to their secure phonics knowledge. It is the class teacher's responsibility to ensure that reading books taken home are appropriately matched.
- When children have completed and achieved Phase 5 Little Wandle Letters ([section 3.2](#)) and Sounds and their assessment demonstrates this, children will move onto reading fluency books (Levels 1-10).
- Ongoing teacher assessment using a range of strategies ([section 2.1](#))
- In all year groups, all staff listen to children read regularly.

### **2.3 Writing**

- Ongoing teacher assessment using a range of strategies ([section 2.1](#))

### **2.4 Maths**

- Ongoing teacher assessment using a range of strategies ([section 2.1](#))
- Times Tables Rock Stars is used regularly to improve tables fluency
- Sumdog is used by teachers in KS2 to practise key maths learning in an engaging way and to set tasks and challenges for children to complete.

### **2.4 Foundation Subjects**

- Ongoing teacher assessment using a range of strategies ([section 2.1](#))

### **3. Summative Assessment**

Summative assessments are used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. Summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers make use of summative assessments to evaluate both pupil learning at the end of an instructional unit (based on pupil outcomes ) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. Summative assessments will also be 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.

#### **3.1 Reading**

- Children in reception, year 1 and year 2 (phonics resits only) are assessed in their phonic knowledge using the Little Wandle assessment tool on a half termly basis. Data from these assessments are recorded in the Little Wandle Assessment portal.
- Children on Little Wandle Rapid Catch-Up or SEN program are assessed at regular intervals. Data from these assessments are recorded.
- Three times a year, children in years 2-6 complete a formal reading assessment from Testbase - results are input on to Sonar, our assessment recording system.
- Every term, children in years 3-6 will complete an accelerated reader assessment to determine their reading age and book level. This enables children to read books appropriate to their reading ability with a level of challenge that will enable progress.
- Each long term (autumn, spring and summer), teachers assess children as working below the key stage (B), working towards the standard for their year group (WTS), working at the expected standard for their year group (EXS) or working at a greater depth level for their year group (GDS).

#### **3.2 Writing**

- Twice a year, we moderate writing in school across year groups to confirm teacher assessment judgements of writing against the National Writing Framework.
- Once a year, we moderate with a partner school to confirm teacher assessment judgements of writing against the National Writing Framework.
- Each long term (autumn, spring and summer), teachers assess children as working below the key stage (B), working towards the standard for their year group (WTS), working at the expected standard for their year group (EXS) or working at a greater depth level for their year group (GDS).

#### **3.3 Maths**

- Three times a year, children in years 2-6 complete a formal maths assessment that includes arithmetic and reasoning from Testbase – results are input on to Sonar, our assessment recording system.
- Each long term (autumn, spring and summer), teachers assess children as working below the key stage (B), working towards the standard for their year group (WTS), working at the expected standard for their year group (EXS) or working at a greater depth level for their year group (GDS).

### 3.4 Foundation Subjects

- When a unit of work has been completed in history, geography and science, years 1-6 will complete a formal end of unit assessment that will test their knowledge from the unit learned to evaluate a pupil's learning.
- The final art and/or design technology piece will be assessed to help inform assessment judgments.
- Assessments in P.E, French, R.E, computing and music include a range of observations work produced in lesson and a range of strategies from [section 2.1](#) will help inform assessment judgements.
- Each long term (autumn, spring and summer), teachers assess children as working below the key stage (B), working towards the standards for their year group (WTS), working at the expected standard for their year group (EXS) or working at a greater depth level for their year group (GDS).

### 4. Statutory Assessments

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and 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 will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

The standardised assessments that will be used include:

Year Group	Assessment	When
Reception	Reception Baseline Good Level of Development (GLD)	September June
Y1	Phonics Screening	June
Y2	Phonics Screening (resits only)	June
Y4	Y4 Multiplication Check	June
Y6	KS2 National Curriculum SATs	May

### 5. Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of the Sonar is provided regularly. Continuing professional development may take various

forms including the provision of direct face to face training and online training. The assessment leader will ensure that best practice is shared and endeavour to keep up to date with latest research.

## **6. Monitoring this Policy**

This assessment policy will be reviewed by the assessment leader and headteacher in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school. At each review, the policy will be approved by the governing body annually.

## **Appendix 1: Marking & Feedback Policy**

### Marking Policy (2025-2026)

#### Aims

- To ensure our feedback helps pupils recognise and develop their strengths. It provides next steps and highlights areas for improvement, leading to progress for all children.
- We use findings from assessment for learning to inform further planning.

#### What are the principles that guide the school's approach to feedback and marking?

Our policy on feedback and marking has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Be manageable, specific, accurate and clear
- Feedback should be frequent (whether written or verbal)
- Feedback should be linked to learning intentions and/or individual targets
- Involve all the adults supporting children in the classroom
- Feedback should empower children to take responsibility for improving their own work
- Give recognition and praise for achievement and clear strategies for improvement
- Allow time for children to reflect and respond to comments
- Inform future planning and target setting
- Promote consistency across the school
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

#### **Expectations around MARKING/FEEDBACK:**

#### **English Writing and Maths books ONLY**

All marking by staff should be done in green pen.

All pieces of work should be marked prior to the next lesson where possible.

In the above two subject areas, the focus of marking/feedback is to enable pupils to independently reflect on their learning and address misconceptions as well as look for opportunities to further develop their skills/knowledge. Both during a lesson and also following the completion of a lesson, teachers will use their professional judgement to identify gaps in learning and address these through one or more of the following means:

- 1:1 discussion with pupil
- Small group work
- Whole class intervention
- Written comment(s)

The initial focus of feedback will be against work that failed to meet the learning intention, however, teachers will also use their professional judgement as to when to pick up on other issues evidenced around basic skills and other subject knowledge gaps.

Children must be given time to respond to any marking/feedback comments either within the lesson or at the beginning of the next lesson and these responses must be done in purple pen(KS2)/pencil(KS1).

Where children self or peer mark, this must be checked by a member of teaching staff to ensure that misconceptions addressed and followed up with appropriate feedback as above.

Examples of work completed to a high standard will be celebrated – examples include verbal and/or written positive teacher comments, DOJO points, stickers and celebration certificates.

**This assessment policy is reviewed and approved by the full governing body annually.**