



ASSESSMENT POLICY

This policy was updated: October, 2025.

This policy will be reviewed: September, 2026.

Statutory policy: No

Source: School

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Our School Vision

Our school vision is based on the theme of '**Taking Care**'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and **Respect**.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."
(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Introduction

This policy states the systems we use in order to work with the children so that they know how well they are achieving and what they need to do to improve. It is a clear reflection of the mission statement of Ravenshead C of E Primary School.

1. ASSESSMENT OVERVIEW

1:1 Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their full potential. Assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

1:2 Aims

- To gather information about the performance of individual children, groups and cohorts in order to evaluate work, inform target setting and to monitor progress.
- To provide information to inform the school's planning at all stages, including teacher's lesson planning and the school's strategic planning.
- To track and monitor individual, group and cohort progress.
- To allow children to be involved in their own learning by giving them opportunity to show what they know and understand, and by allowing them to consider what they can do to improve.
- To recognise the positive achievements and the next steps of each child.
- To identify learning difficulties quickly so that appropriate help may be given.
- To enable parents/carers to be involved in their child's progress.
- To inform the Governing Body of the school's standards and achievement.

- To fulfil the legal requirements for record keeping, assessing and reporting.

2. Key Features of Assessment at Ravenshead C of E Primary School

- 2:1 Formative Assessment (Day to day or Assessment for Learning / AFL)
Assessment for learning focuses on how children learn and is central to classroom practice and planning. Throughout the learning process, teachers use AFL to inform the direction of the teaching and learning within their classroom, reshaping lessons as appropriate. AFL will also help to inform which children the teacher works with in subsequent lessons in a focus group or 1:1.
- 2:2 Summative Assessments
This gives a broader view of progress against Age Related Expectations, using national guidelines and materials. As a school, we carry out termly assessments for all children. Teachers use these assessments to identify gaps in learning across the whole cohort and to ensure that lessons meet the needs of the children. In addition, children in Year 1, 2 and 6 take national assessments.
- 2:3 Baselines
Teachers may also use the previous year's assessments (Summer Term) at the start of an academic year to establish ground lost over the summer holidays. The primary function of this is to identify gaps and inform planning for the first few weeks of the Autumn term.
- 2:4 Children who are new to the school should carry out baseline assessments as soon as possible.

3. Insight

- 3:1 At Ravenshead C of E Primary School, we use Insight to record and track pupil progress in all year groups.
- 3:2 Each child (Y1 – 6) is assessed in their Age-Related year group.
- 3:3 Teachers make judgements as to whether a child is:
- Working towards age related expectations.
 - Just below age-related expectations.
 - At age-related expectations.
 - Above age-related expectations.

4. Foundation Stage

- 4:1 Ongoing formative assessment is at the heart of our effective early years practice. We make regular assessments of children's learning (through continuing observation) these are recorded and shared with parents using SeeSaw. Parents/carers can add their own observations to their child's learning journey and also comment on those that practitioners have added. Half termly phonics assessments are also carried out (in Foundation 2).
- 4:2 For all children, Baseline Assessment is completed six weeks after their arrival in school and recorded on Insight. This is considered their starting point.
- 4:3 At the end of each term during the Foundation Stage, children's profiles are moderated and tracked using Insight to ensure all children are making appropriate progress.

- 4:4 At the end of the year, children are reported as Expected or Not Expected.
- 4:5 The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30th June in that term. This reports about a child's development against the early learning goals (ELGs) and the information is gathered by Nottinghamshire County Council.
- 4:6 Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parent consultation meeting and receive a written report on their child's achievements at the end of Term 3. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs.

5. Key Stage 1 and 2

- 5:1 We aim for as many children as possible to reach Age Related Expectations (ARE) and make expected progress.
- 5:2 Throughout the year, teachers will assess their children. At the end of each term, teachers will use a variety of sources to make judgements as to whether a child is working below age related expectations, just below expectations, at age related expectations or is above age-related expectations.

6. Reporting to Parents

- 6:1 Parent/carer Consultations take place during the school year to discuss general progress, attitude to learning, agreed targets and other areas for development. Teachers are also available for informal consultation and will contact parents/carers if they have any progress concerns about a child. Information available to parents/cares at Parents' Evenings will include teacher assessments, test results, comments on classwork and attendance. Advice on how to help their child improve or how to maintain progress will be given as appropriate.
- 6:2 A full report for each pupil is given to parents/carers at the end of the academic year. The report gives details of work covered, effort and achievements, attitude to learning and a summary of where their child is in line with age related expectations for Maths and English. EYFS profile results, end of Key Stage test results, Y1 phonics or Y2 retakes results will be sent with the child's report (or shortly afterwards if they have not been confirmed at the point of reports being sent out). When reporting to parents, we aim to be factual, specific and refer to learning in line with the National Curriculum. We also aim to be positive about achievement and point the way to any future learning targets.

7. Leadership of Assessment

- 7:1 The Headteacher and Deputy Head work closely with other members of the Senior Leadership Team and relevant Governors to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress.

8. Monitoring of formative assessment

- 8:1 As a school, we believe that formative assessment should be monitored using all the available channels in order to understand the 'whole picture'. This may include: work scrutiny, planning scrutiny, lesson observations, learning walks, pupil interviews and talking with staff. Where possible, these things will be done side by side or close together for each year group.

- 8:2 Use of formative assessment, including marking and feedback, will be monitored regularly by the Senior Leadership Team. Monitoring timetables will be distributed at the start of each term. Teachers will ensure that the relevant books, folders and planning are available on the relevant dates for their year group. Senior leaders will ensure that teachers receive feedback on what is working well and areas to develop. If whole school issues need development, then these will form part of the School Development Plan and be addressed through different forms of CPD and support.

9. Monitoring of summative assessment

- 9:1 Each term staff will be involved in moderation of teacher judgements against age related expectations. Staff will work within their phase teams and across phases to secure judgements, using both summative and formative assessment information.
- 9:2 The Senior Leadership Team will also monitor the administration of summative assessments and moderate the results of these assessments, on a termly basis, in order to ensure consistency. Teachers will submit a range of evidence (formative and summative) to confirm their judgement against age related expectations.

10. External Moderation

- 10:1 To ensure fairness, consistency and accuracy for our children, members of staff will sometimes also participate in moderation with other schools through the alliance or within our family of schools. Periodically, the local authority will also moderate end of phase results to ensure consistency across the authority.

11. Pupil Progress Meetings

- 11:1 Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the Senior Leadership Team and class teachers. This ensures accountability. Pupil Progress Meetings will be part of staff appraisals.

12. Tracking

- 12:1 ALL pupils are tracked throughout the year and are discussed at Pupil Progress Meetings. Focus groups include:
- Pupil Premium pupils.
 - White British Boys.
 - SEND pupils.
 - Higher Ability Pupils.
 - Gender groups.
 - EAL pupils.
 - BME pupils.
 - Summer birthdays.

13. Key Stage SATs analysis / End of phase analysis

- 13:1 The Senior Leadership Team analyse end of phase / Key Stage results using:
- Nottinghamshire Performance Handbook.
 - Fischer Family Trust Data.
 - Raise Online.
 - Insight Data.

13:2 Analysis is shared with the teaching staff. Core subject leaders analyse results and identify any gaps. Findings are incorporated into the School Improvement Plan.

13:3 Analysis is also reported to Governors each term.

14. School Transfer

14:1 For pupils leaving school, up to date records are forwarded to the new school. If a pupil is moving onto our family secondary school, transition meetings are held between a senior member of Joseph Whitaker staff and Year 6 teachers, who pass on relevant assessment information.

15. Policies to read in conjunction with this one:

- Feedback Policy.
- English Policy.
- Mathematics Policy.
- Science Policy.
- Foundation Stage Policy.
- Subject specific policies.