



The Anthony Curton and Tilney All Saints Primary Schools' Partnership

ASSESSMENT POLICY



Approved Summer Term 2025

Review Due Summer Term 2027

Signed on Behalf of the Local Governing Body

At Anthony Curton and Tilney All Saints we use assessment as a tool for raising pupil attainment, informing teaching and learning, target setting and tracking progress. Assessment is carried out consistently and fairly by all staff and in accordance with the practices outlined.

The Pupil Feedback Policy, the Teaching and Learning Policy and the schools planning documents support the Assessment Policy.

Policy Principles:

All assessments should be manageable, meaningful and embedded in existing good practice. It should also yield information which is easy to interpret and apply.

The purpose of our Assessment Policy and Practices are to:

- Provide useful and manageable data.
- Ensure consistency of approach to assessment across the schools.
- Inform planning.
- Provide end of year information for receiving teachers.
- Provide information for receiving schools, including national cross phase transfer documents.
- Enable the schools to compare standards of attainment and identify strengths and areas for development.
- Provide data on which to base individual and cohort targets.
- Involve pupils where possible in their learning and target setting.
- Inform parents of pupils' progress.
- Inform Governors of the schools progress against local and national targets.
- Provide comparative data at national and local levels.
- Provide feedback for pupils.
- Identify specific and individual pupil's needs.

Assessment policy practice

The following forms of assessment are used at both schools

Formative

Formative assessments are continuous and ongoing. They are regarded as the principal means of informing individuals of their ongoing performance, personal strengths and areas for further development. Staff inform the next stage of learning and planning necessary to achieve learning objectives set. They enable appropriate work, which is based on prior attainment, previous experience and ability to be planned and delivered.

Class teachers and SENDCo work alongside each other to ensure children with SEN are recorded on the class provision map, which is updated termly. Assessment for SEN provision is recorded on Bromcom. Please see the SEND Policy for more information.

Summative Assessment

Summative assessments provide a snapshot of a pupil's attainment at a particular time. They include a range of norm related and standardised tests and tasks and procedures, which are used to assess progress against levels of achievement and national criteria.

The following formal assessments will take place each year.

Diagnostic Assessment

These are used to identify needs and concerns, and are usually administered by the SENDCo or external agencies. A member of staff, parental concern, or test result could instigate requests for diagnostic assessments. A pupil may be referred for further assessment to an external agency after SEND procedures have been followed. (See SEND Policy).

Evaluative Assessment

Evaluative assessments enable teachers to determine whether the action taken following diagnostic assessment has resolved a child's difficulties or whether further action is required.

Assessment for Learning

Assessment for learning 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.

The use of day to day assessment is a natural, integral and essential part of effective learning and teaching. Teachers and children continually reflect on how learning is progressing, see where improvements can be made and identify next steps to take.

The following strategies should be part of everyday learning and teaching and therefore part of the process in our schools.

- Sharing and talking about learning objectives, learning outcomes and success criteria with the children.
- Recognising that learning is often demonstrated through oral and written language.
- Observing and listening to gather evidence.
- Questioning and whole class dialogue to check, probe, and develop understanding.
- Explaining and modelling to clarify progress in key concepts and skills, demonstrate thinking processes and to set standards.

- Giving oral and written feedback to support the evaluation of progress, clarify standards and help to identify next steps in learning.
- Planning for group talk, peer assessment and self assessment to help children develop as independent learners.
- Planning specific activities that give teachers an insight into the progress children are making, the standard they have achieved and any barriers to their progression.

Assessing Pupils' Progress

This is a structural approach assessing against key performance indicators (KPI). This enables teachers to track children's progress and to use diagnostic information about pupils' strengths and weaknesses. Statements (KPIs) are used to help teachers make judgements against age related expectations.

Bromcom is used by each class teacher to track and assess progress and attainment.

Moderation

Children's work will be regularly moderated across the schools and within DEMAT to ensure consistency and accuracy. The Norfolk Local Authority is the nominated authority for external moderation.

Reporting Procedures

The following are examples of formal reporting to parents and others:

- Annual written report to parents of pupils in Year R – Year 6 indicating next steps for the following year.
- Reporting of KS2 SATs results to Governing Body, parents and the community.
- Reporting of KS1 and KS2 SATS results to the governing body and DEMAT
- Publishing SATs results on the schools' websites
- Reports to other schools.
- Termly parents/carers consultation evenings.

Other informal reporting takes place via teacher to teacher conferencing and ongoing meetings with parents.

Analysing Assessment Results

For assessment to be a tool for improving a child's performance, the outcomes of assessment must be used to plan future learning.

- Teachers will ensure that they are fully aware of and act upon the outcomes of previous assessments from records received from previous teachers.

- The results of formal assessments will be monitored and evaluated by the Class Teachers, the Executive Headteacher, the SENDCo, the Assessment Co-ordinator, Senior Management Team and the Governors.

In order to use the results of assessment to evaluate the schools effectiveness the schools will:

- Compare results in Key Stage 1 and Key Stage 2 with National and County norms.
- Compare results with previous year groups.
- Try to identify why results are better than expected or lower than expected and where necessary develops strategies to improve performance.
- Compare results for different groups of children
- Identify why individual results differ from the norm within a cohort and provide additional support or enrichment as appropriate.

Monitoring

The Executive Head Teacher is responsible for the overall implementation of the policy. The Local Governing Body has a role in monitoring the effectiveness of all school policies.