

# FARCET C. of E. PRIMARY SCHOOL



## Assessment POLICY

‘Let your light shine.’ Matthew 5:16

Date Agreed: September 2025

Date for Review: September 2027

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All staff
- School Governors
- Parents and Families of Farcet C. of E. Primary School

A copy of the policy will also be available in:

- The staffroom
- The school website

## Our School Vision

Our school vision, 'I can do all things through Christ, who strengthens me' (Philippians 4:13), underpins our aim for undertaking assessment processes in our school.

## Aims

The aim of any assessment at Farcet CofE Primary School is to raise standards. This policy outlines what happens and when during the academic year. Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

## The principles of assessment are:

- To provide information to support progression in learning through planning.
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children.
- To help pupils know and recognise the standards they are aiming for.
- To identify children for intervention/boosters
- To inform parents of children's attainment and progress.
- To inform other stakeholders of children's attainment and progress.
- To complete a critical self-evaluation of the school.

## Types of Assessment

At Farcet CofE Primary School, we undertake two different but complimentary types of assessment:

- Assessment for learning (formative assessment)
- Assessment of learning (summative assessment)

## **Assessment for learning (formative assessment)**

Assessment for learning is a natural part of teaching and learning and is constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that children understand how well they are doing and what they must learn to help them improve.

Assessment for learning strategies:

- Recapping on prior learning at the start of every lesson.
- Self and peer evaluation.
- Discussion, talk and modelling-use of whiteboards.
- Feedback - all work is marked in line with the school Feedback policy and children are aware of how to improve their work.
- Questioning techniques.
- Plans are adapted to meet the needs of the pupils, resources and support where appropriate.

## **Assessment of learning (summative assessment)**

Assessment of learning (summative assessment) involves judging children's performance against national standards (when available). Teachers make these judgements at the end of a unit of work, the end of term, or at the end of a key stage. Test results describe pupil performance in terms of age related expectations. We have a DEAMT summative assessment system (Dibels, Headstart, Pira and Puma (NFER) tests and previous SATs papers) so that we can track individual's progress and facilitate interventions/boosters when necessary. This summative assessment supports the on-going formative teacher assessments.

## **Formal Assessment Cycle**

Formal assessment is a systematic part of our work which will be used to track each pupil in each cohort. It is through an effective tracking system that the needs of every child can be met and that

the school develops a clear understanding of how to raise standards.

We use the DEMAT Assessment Cycle:

Assessment name	Category	Year group	Subject	Type	Frequency	Paper	Testing dates	Data submission deadline
EYF5 baseline	Statutory	Reception	x3	TA	x1		Autumn 1	6 weeks from school start (submission to LA)
EYF5 checkpoints	Trust-wide	Reception	x7	TA	x3		Autumn 1	Friday 17th October 2025
							Autumn 2	Friday 5th December 2025
							Spring 1	Friday 27th February 2026
EYFSP	Statutory	Reception	x17	TA	x1		Summer 2	Wednesday 24th June 2026 (submission to central team ahead of LA deadline)
Reduced PSC	Trust-wide	Reception	Reading	Raw score	x1	2019	Summer 2	Friday 3rd July 2026
Reduced PSC	Trust-wide	Y1	Reading	Raw score	x3	2019	w/c 20th October 2025	Friday 24th October 2025
						2018	w/c 8th December 2025	Friday 12th December 2025
						2022	w/c 26th January 2026	Friday 30th January 2026
Mock PSC (full, adapted)	Trust-wide	Y1	Reading	Raw score	x1	2023	w/c 16th March 2026	Friday 27th March 2026
Mock PSC (full)	Trust-wide	Y1	Reading	R		2024	w/c 18th May 2026	Friday 22nd May 2026
PSC	Statutory	Y1 (Y2 retakes)	Reading	Raw score	x1		w/c 8th June 2026	
Mock MTC	Trust-wide	Y4	Mathematics	Raw score	x2		w/c 8th December 2025	Friday 12th December 2025
							w/c 13th April 2026	Friday 17th April 2026
MTC	Statutory	Y4	Mathematics	Raw score	x1		w/c 1st June 2026	
Mock KS2 reading	Trust-wide	Y6	Reading	Scaled score	x4	2022	Autumn 1	Friday 17th October 2025
						2023	Autumn 2	Friday 12th December 2025
						2024	Spring 1	Friday 6th February 2026
						2025	Spring 2	Friday 20th March 2026
		Y5	Reading	Scaled score	x1	2022	w/c 15th June 2026	Friday 3rd July 2026
Reading SATs	Statutory	Y6	Reading		x1	2026	12th May 2026	
Mock KS2 Mathematics	Trust-wide	Y6	Mathematics	Scaled score	x4	2022	Autumn 1	Friday 17th October 2025
						2023	Autumn 2	Friday 12th December 2025
						2024	Spring 1	Friday 6th February 2026
						2025	Spring 2	Friday 20th March 2026
		Y5	Mathematics	Scaled score	x1	2022	w/c 15th June 2026	Friday 3rd July 2026
Mathematics SATs	Statutory	Y6	Mathematics		x1	2026	13th May 2026 (Paper 1 & 2)	
						2026	14th May 2026 (Paper 3)	
KS2 writing	Trust-wide	Y6	Writing	TA	x5		Autumn 1	Friday 17th October 2025
							Autumn 2	Friday 12th December 2025
							Spring 1	Friday 6th February 2026
							Spring 2	Friday 20th March 2026
		Y5	Writing	TA	x1		w/c 15th June 2026	Friday 3rd July 2026
Writing (with science) TA	Statutory	Y6	Writing (science)	TA	x1			End of June 2026
GPS SATs		Y6	GPS			2026	11th May 2026 (Paper 1 & 2)	
Short fluency	Trust A/W	Y2-Y5	Reading	Raw score	x3	See guidance	w/c 20th October 2025 (suggested)	Friday 7th November 2025
						See guidance	w/c 9th February 2026 (suggested)	Friday 27th February 2026
						See guidance	w/c 15th June 2026 (suggested)	Friday 3rd July 2026
HeadStart	Trust A/W	Y1-Y5	Mathematics	Raw score	x3	See guidance	w/c 20th October 2025 (suggested)	Friday 7th November 2025
						See guidance	w/c 9th February 2026 (suggested)	Friday 27th February 2026
						See guidance	w/c 15th June 2026 (suggested)	Friday 3rd July 2026
Writing	Trust A/W	Y1-Y5	Writing	TA	x3	See guidance	w/c 20th October 2025 (suggested)	Friday 7th November 2025
						See guidance	w/c 9th February 2026 (suggested)	Friday 27th February 2026
						See guidance	w/c 15th June 2026 (suggested)	Friday 3rd July 2026

MMM dates

YGs	Month	Stimulus Released	Writing Window	Judging Window	Results Published
Y3	Oct	29-Sep-25	06-Oct-25 - 10-Oct-25	20-Oct-25 - 31-Oct-25	07-Nov-25
Y5	Nov	03-Nov-25	10-Nov-25 - 14-Nov-25	24-Nov-25 - 28-Nov-25	05-Dec-25
Y1	Jan	05-Jan-26	12-Jan-26 - 16-Jan-26	26-Jan-26 - 30-Jan-26	06-Feb-26
Y4	Jan	12-Jan-26	19-Jan-26 - 23-Jan-26	02-Feb-26 - 06-Feb-26	13-Feb-26
Y2	Feb	03-Feb-26	16-Feb-26 - 27-Feb-26	09-Mar-26 - 13-Mar-26	20-Mar-26
Y6	Mar	16-Feb-26	02-Mar-26 - 06-Mar-26	15-Mar-26 - 20-Mar-26	27-Mar-26

### DEMAT Assessment Cycle Link:

<https://dematuk.sharepoint.com/:x:/g/EdaXilsGmbBDngQ--e57JvgBRCqPhfFB4t8POO7BW99R4Q?e=3eFE6h>

Using the DEMAT Assessment Cycle enable teachers to:

- Update the data on a regular basis using Bromcom
- Use information to identify percentages of children working at each step within a cohort.
- Analyse the data and review targets for individuals and use the information to identify intervention groups/boosters, including those pupils who are more able and those with special educational needs.
- Set cohort targets for Maths and English and share information with teaching assistants, SLT, DEMAT and governors.
- Work with colleagues internally and externally to moderate writing.
- Analyse data at the end of academic year to track progress made.

- Pass cohort data and analysis to next teacher.

## **Pupil Progress Meetings**

Pupil progress meetings are held three times a year. Class teachers have a pro-forma to complete that supports them in analysing their school data, which includes a focus upon vulnerable groups. Given that we are a small school, the Headteacher/SLT meet with class teachers at the same time to discuss cohort progress and anyone can make suggestions as to how a child's/children's progress might be accelerated.

## **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. At Farcet CofE Primary School we:

- Use end of key stage descriptors (KSI and KS2) and writing assessment criteria for all year groups.
- Whole school monitoring to moderate reading, writing and maths assessments.
- Moderate work through planning and book scrutiny, sharing feedback with members of staff.
- Participate in moderation meetings with schools within DEMAT.

## **Reporting**

Reporting to parents provides the opportunity for communication about their achievements, abilities and future targets. The short data report card at the end of Autumn 1 and Spring 2, plus the end of year annual school report will be written so that they have a positive effect on children's attitudes, motivation and self-esteem.

We aim to keep parents fully informed of their child's progress and attainment. We undertake this in four ways:

- 1) Provide opportunities for parent consultation evenings so that parents can discuss how well their child is doing.
- 2) Provide an interim short data report card at the end of Autumn 2 and Spring 2.
- 3) Provide an end of year written report which include results of statutory tests and assessments and gives information relating to effort and attainment
- 4) Discuss a child's progress at the request of a parent by appointment.

## **Roles and Responsibilities**

The Headteacher will:

- Ensure that decisions made are agreed and actions carried out.
- Highlight areas for improvement and allocation of resources (staff/ materials/ training).
- Hold staff to account through performance management and appraisal.
- Ensure targets set lead to improved performance/rise in attainment and progress measures.

SLT will:

- Monitor pupil attainment and progress in the school.
- Monitor the performance of vulnerable groups (SENCO(s))
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/ pupil/books/ learning walks.
- Hold teachers to account for performance.

The Assessment Leader will:

- Share DEMAT's formal assessment cycle with all staff and ensure that deadlines for data to be submitted on Bromcom are met.
- Review the Assessment policy annually in the light of statutory requirements and the needs of the school.
- Provide staff with support and guidance with assessment and keep up to date with current information.
- Resource the school with relevant tests.
- Maintain the tracking data and undertake gap analysis of test undertaken, plus resport findings back to staff.
- Highlight pupils who have made no progress or are working below expectations.
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as Pupil Premium, SEND, gender, vulnerable children and children from an ethnic background.
- Report to governors regarding the protocol, statutory test results and cohort targets.
- Ensure targets set lead to improved performance/ rise in attainment.

Class Teachers will:

- Work within the DEAMT formal assessment cycle.
- Meet or exceed the targets set for each pupil.
- Record and analyse pupil/ vulnerable group results.
- Highlight areas to celebrate and to address, including next steps, ready for progress meetings.
- Complete Pupil Progress pro-forma three times a year to prepare for pupil progress meetings.
- Plan for timely intervention/boosters where needed and report impact.
- Mark summative tests.
- Record results and input onto Bromcom by the deadline set.



- Be aware of the impact of their performance upon whole school results.

HLTAs/Teaching Assistants will:

- Meet or exceed the targets set for each pupil.
- Highlight areas to celebrate and to address with the class teacher on a daily basis (where applicable).
- Complete the intervention/booster pro-forma after delivery and report impact to the class teacher.
- Be aware of the impact of their performance upon whole school results.

Governors will:

- Know the strengths and areas for development of the school.
- Hold the Head Teacher to account.
- Be able to summarise the attainment and progress for each cohort and significant groups of children at Farcet CofE Primary School.

This policy will be reviewed annually by the Assessment Leader and the Headteacher.