Fairfields PRIMARY SCHOOL

Achieve together, step by step!

# Assessment Policy

Date of policy: August 2026

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## 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
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

At Fairfields Primary School, we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem, enabling all learners to feel successful and proud of their attainment and progress. We believe assessment as being central to this.

This includes:

- Teachers marking work, including giving live feedback ('hot marking')
- Observations and Group Work
- Formal Summative Assessment including tests
- Weekly assessments to include retrieval practice, Socrative quizzes, horizontal and vertical links at the beginning of lessons, opportunities to recall prior learning, independent work and conferences in reading
- Pop tasks at the end of a unit of work (topic) in non-core subjects
- Whole school moderation, Trust wide moderation and, when applicable, external moderation from the local authority.

## 4. Assessment approaches

At Fairfields Primary School, we see assessment as an integral part of teaching and learning under the focus of 'Quality of Education'. It is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 4.1 In-school formative assessment

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 deepen knowledge, evaluate teaching and plan future lessons. Teachers will regularly use **Retrieval Practice;** the act of remembering previously taught content. The struggle to remember knowledge helps to cement it in long term memory. They will also use **comparative judgement** which is a process that uses a 'WAGOLL' (What a Good One Looks Like) to use as an exemplar to support progression and attainment. In addition, using **questioning** allows teachers to assess children's recall and understanding and also extend and deepen thinking.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which

they need to improve
- **Parents** to gain a broad picture of where their child's strengths and areas of development lie, and what they need to do to improve and how the child may be supported at home
- In Foundation Stage, some photographic evidence along with any written work (produced independently, one-to-one and in group sessions), form the basis of the ongoing teacher assessments in line with National Expectations and the Early Years Foundation Stage Framework. This is published to parents through the platform – Arc.

**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. Formal assessments (through the use of Cornerstones tests, previous SATs papers and Learning by Questions (LbQ)) are moderated by Senior Leaders. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. The school will also moderate its assessments with other schools within the trust and are regularly moderated by the LA.
- Foundational knowledge is assessed and gaps are monitored and addressed by teachers.
- Following assessment, data is analysed in detail by the **Assessment Lead** and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson observations and Reflective Development Meetings, alongside learning walks, focus on these pupils to ensure accelerated progress is being addressed within teaching. Governors are shown data and challenge the SLT on standards as well as plans to move forward.
- **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** to stay informed about the achievement, progress and wider outcomes of their child across a period.
- In **Foundation Stage**, children are baselined within the first half term and are monitored regularly, to ensure of progress, in relation to their milestones and age development – as well as the potential to reach Early Learning Goals. We use Arc Pathway to monitor and assess children in our EYFS (nursery and reception).

**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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of foundation stage
- Phonics screening check at the end of year 1
- Phonics retakes for some children at the end of year 2
- National Multiplication Tables Check at the end of year 4
- SATs tests at the end of Key Stage 2 (year 6)

**5. Collecting and using data**

English, Maths and Phonics:

- Along with on−going teacher assessment, more formal assessment is carried out once a term. All evidence is tracked through 'Progress Teaching' (ARC for Early Years) to provide an accurate picture of where each child is in their progress and attainment. Phonics is always tested half termly and children are regrouped according to the test only – through Read Write Inc.
- Teacher assessments are entered on to the schools tracking system (Progress Teaching) and progress documents created to show attainment and progress against targets. Moderation is used to support teacher judgements and pupil progress meetings every term tracks the progress and attainment of all children.
- This data is analysed to show progress and to identify groups and individuals who may require further intervention and those who are making accelerated progress.
- Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout

the year. These targets are linked to performance management systems and in line with national expectations.
- The data analysis informs the SSP and SEF documentation and drives forward staff training and support packages within school.

**6. Reporting to parents**

We inform parents of pupils' targets by:

- Meeting with parents informally and formally.
- Sending parents an end of year written report with areas of strength and development.

**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. Training**

Termly year group training takes place using examples of effective assessment, LbQ, Socrative quizzes and 'mock SATs' data togather and record evidence plus strategies for recording effective assessment. In addition to this, we share good practice gathered from outsourced CPD.

**9. Roles and responsibilities**

**9.1 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
- Hold leaders accountable for administering, adhering and following all statutory guidance in relation to statutory assessments

**9.2 The Senior Leadership Team**

The senior leadership team is responsible for:

- Ensuring that the 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
- Administer all statutory tests in accordance to the guidance released by the DfE each academic year

**9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

**10. Monitoring**

This policy will be reviewed annually by the Assessment Lead.

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

The senior leadership team will monitor the effectiveness of assessment practices across the school, through:

- Lesson Visits and Observations
- Book scrutinies
- Pupil Voice
- Pupil Progress Meetings
- Year group and whole school moderation
- Reflective Development Meetings (RDMs)

**11. Links with other policies**

This assessment policy is linked to:

- English policy
- Mathematics policy
- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Feedback and Marking Policy

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| Next Review on or before:<br><br>September 2027<br><br>*This policy will be reviewed annually and approved by the Governors at on an annual basis.* | This policy was ratified by the Governors<br><br>Date: September 2026<br><br>Signed: Penelope Beesley-Evans |