



Assessment Policy

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Queens' Federation Assessment Policy

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.

Principles of Assessment

At the Queens' Federation, we believe that assessment should:

- Advance the learning process
- Enable effective, challenging and personalised planning and teaching
- Encourage partnership with parents and carers in their children's progress
- Involve pupils themselves in evaluating their progress and making improvements
- Provide reliable data to inform school self-evaluation
- Recognise the wider curriculum, including pupils' personal and social development

We use three broad over-arching forms of assessment: day to day in-school formative assessment (assessment for learning), in-school summative assessment and nationally standardised summative assessment (assessment of learning).

In-School Formative Assessment (Assessment for Learning)

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 extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives and identify which areas they need to improve.
- Parents to gain a broad picture of where their child's strengths and areas for development lie and what they need to do to improve.

In order to make assessment an effective part of day-to-day teaching and learning, teachers employ a wide range of assessment for learning strategies and techniques. Strategies and techniques include:

- Sharing learning objectives and success criteria with children, and reviewing them afterwards to evaluate the learning
- Use of Do Now boards to provide opportunities to retrieve and recall previous learning, address misconceptions from previous learning and consolidate key knowledge and vocabulary
- Questioning and Checking for Understanding strategies – allowing thinking time and using talk partners, use of mini white-boards, targeting questions or using 'no hands up' approaches
- Observation – of both teacher-directed and child-initiated activities, seeing how well the children apply their knowledge and skills in unfamiliar contexts
- Use of the plenary – reviewing objectives and success criteria and encouraging self- and peer-assessment, using mini-plenaries during a lesson to refocus and extend the learning
- Feedback and Marking – feedback for success and improvement, balancing written and oral feedback for individuals and / or the whole class
- Self-Assessment – focusing on what has been learnt and success against objectives and success criteria, involving children in identifying their next steps

- Peer Assessment – including response partners and peer marking, identifying areas of strength and areas for improvement

These strategies all help to provide insights into pupils' current understanding and their misconceptions, and allow the teacher to tailor the teaching more effectively to the needs of the class and of specific groups and individuals within it. They make the steps of the learning journey explicit to the children and involve them directly in the assessment process. We consider pupils developing their ability to assess their own work and plan for improvement to be a vital aspect of becoming a successful and lifelong learner.

In-School Summative Assessment (Assessment of Learning)

Effective in-school summative assessment enables:

- School leaders to monitor the progress of pupil cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve the expected levels of progress and attainment.
- Teachers to evaluate the learning at the end of a unit of work or period of time and the impact of their own teaching. This leads to adaptations being made to future planning to ensure misconceptions are addressed.
- Pupils to understand how well they have learned over a unit of work or a period of time. It should be used to provide feedback on how to improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

To make these assessments manageable for teachers, we produce an annual 'Assessment Milestones' calendar, detailing all the different assessments to take place during the year.

English: Writing

From Reception upwards, children complete a termly piece of independent writing. This is assessed using the Queens' Federation Writing Assessment Criteria. These criteria, which have been matched to the age related expectations of the National Curriculum, break down children's progress in writing into age-related stages and identify whether a child is working towards, working at or working at greater depth within the expected standard for their year group. Year 2 and Year 6 assess their writing against the end of key stage assessment criteria. The results of assessments are recorded termly using Sonar to track attainment and progress.

English: Reading

Throughout the year in reading activities (e.g. whole class guided reading sessions, , individual reading) class teachers continually assess pupils' attainment and progress in reading against national curriculum outcomes. In Reception, Year 1 and for pupils working below age-related expectations in Year 3 to 6, teacher assessment judgements are supported by knowledge gained from the FFT Reading Assessment Programme. In Years 2 to 5, alongside this ongoing assessment, we use age-standardised reading comprehension tests produced by NFER three times during a year to benchmark our children's reading progress against national standards. We also make use of individual PM Benchmarking assessments to measure the progress of certain groups of children, especially those with SEND or who qualify for the Pupil Premium. In Year 6, we use of end of key stage assessment criteria to ensure our judgments match national expectations. Teachers' assessments are informed by this information and are recorded termly in Sonar Tracker for analysis.

Phonics and Spelling

In Key Stage 1, pupils' progress in phonics is monitored through the use of the FFT Reading Assessment Programme. This enables future teaching to be tailored to meet the needs of individual pupils and groups of pupils. At the end of Year 1, pupils take the national phonics screening check to ensure that they have reached the expected level of competence in their phonetic decoding skills.

In Key Stage 2, in Autumn and Summer terms, children will also take an age-standardized spelling test produced by NFER to benchmark their spelling against national standards. In Year 6, pupils' achievement in spelling is also assessed against national expectations through the Grammar, Punctuation and Spelling tests.

Spelling, Grammar and Punctuation

Twice during the year in KS2, children take a short grammar test in class. This assesses the key grammatical understanding and vocabulary expected for that year group (and revisits some from previous years), allowing teachers to identify gaps in pupils' learning and address them. In Year 6, pupils' achievement is also assessed against national expectations through the Grammar, Punctuation and Spelling tests.

Mathematics

Each term, children in Years 1 to 6 complete end of term tests in Arithmetic, Problem Solving and Reasoning to support teachers in assessing progress against age-related expectations. NFER and school based assessments are used. Teachers use the results of these assessments, alongside their ongoing judgement on each child's in-class work, to record their current step of attainment in Target Tracker for analysis. In Year 6, we also use end of key stage assessment criteria to ensure our judgments match national expectations.

Foundation Subjects

Assessment Criteria for each foundation subject have been produced to support teachers in making assessment judgements for each unit of work. Assessment information is collated at the end of each unit of work and recorded on medium term planning documentation. These judgements indicate whether the child is working towards, working at or at greater depth within the expected standard for their year group, are incorporated into the child's end of year report and recorded on Sonar Tracker.

Nationally Standardised Summative Assessments

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:

- 2-Year-Old Progress Check
- Reception Baseline Assessment
- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics Screening Check in Year 1
- Times Table Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2

Assessment in the Early Years Foundation Stage

Ongoing assessment is an integral part of the learning and development process in the Early Years Foundation Stage. Staff observe pupils to identify their interests and learning styles, to identify

particular barriers to learning and to identify how we can help children move forward with their development. Observations are used to shape future planning within all areas of learning. Staff also take into account observations shared by parents and carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At two points during each year, summative assessments will be made and recorded. Children will be assessed as being 'on track' or 'not on track' to achieving expected levels of development for their age group.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the seventeen early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels of development

The profile reflects ongoing observations, and discussions with parents / carers. The results of the profile are shared with parents / carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We also assess children's early language development using the NELI Programme (Nuffield Early Language Intervention). This allows us to identify gaps in children's language development and close them using tailored interventions.

Data Analysis and Tracking of Pupil Progress

The Assessment Leader is responsible for the collection and analysis of pupil assessment data, as well as its use to track pupil progress and make necessary changes to teaching and learning. We use Sonar Tracker software to support this data analysis.

Each term, senior leaders and class teachers meet for Pupil Progress Meetings based on recent assessment data. The aims of these meetings are:

- To provide a forum for discussing the questions that recent assessment data poses and move tracking off the page and into actions for learning.
- To celebrate the successes of pupils who have made good progress and identify which strategies supported them most.
- To consider the barriers that are preventing some children from making greater progress and possible strategies that may support them.

In these meetings, the relative attainment and progress of individual pupils is discussed, as well as that of different target groups (including boys and girls, Pupil Premium children and those with SEND or EAL). The final Pupil Progress Meeting of the year is used as a 'transition' meeting, with the data discussed by both the old and new class teachers for that class. In this way, assessment data feeds into and informs the school's ongoing cycle of school self-evaluation and improvement.

Each term, the Assessment Leader produces class data sheets. These sheets provide class teachers with information regarding progress and attainment of their current class and compares to previous term's data, end of previous year data and previous statutory assessment point data. A termly whole

school data report is also produced by the Assessment Leader. At the end of each academic year, a detailed report is written. This report analyses the achievement and progress of different groups within each cohort, compares that year's results with the trends of previous years, and outlines school developments for the coming year which are intended to raise attainment and overcome barriers to pupils' achievement. The report is then shared with the Governing Body, alongside other nationally produced data analysis, including the Ofsted Data Dashboard to help governors understand how well pupils are achieving in our schools.

Moderation

Assessment data can only be used for school self-evaluation and to improve and adapt teaching and learning if it is reliable. Thus, class teachers must be supported in making assessment judgements, not only by reliable assessment tools and processes, but also through regular opportunities to discuss, standardise and moderate their judgements with other colleagues.

To support this, we hold regular staff meeting to give opportunities to moderate work, clarify the interpretation of particular assessment criteria, share good practice in gathering evidence, and identify needs for further professional development. Opportunities to meet with staff from other local schools to moderate our judgements and ensure we are assessing consistently are used as often as possible. Staff also have opportunities for moderation with colleagues in other schools through attending courses or LA moderation meetings.

Record Keeping and Transfer

Pupil assessment data is stored in Sonar Tracker to allow for whole-school tracking and to provide a developing picture year on year. Each year, teachers hold transfer meetings to learn about their new class from their previous teacher and to discuss assessment data, pupil progress and any groups or individuals causing concern / needing particular focus in the coming year. A list of records and information that should be passed up to the next teacher (either in paper form or electronically) is reviewed and updated annually. Where pupils transfer from the Queens' Federation to another school, we follow agreed guidelines for passing on assessment records and other important information.

Reporting to Parents and Carers

In our communication with and reporting to parents and carers, we aim not only to fulfil our statutory duties, but also to create a genuine partnership between school and home. We seek to provide parents / carers with clear, easily comprehensible information about their child's progress, including their strengths and areas where they need to develop. We suggest ways in which parents / carers can be involved in supporting their child's learning and welcome their own insights into their children as learners.

Twice a year (in Autumn and Spring) we hold parent consultation meetings to discuss children's progress and wellbeing. Teachers use current assessment data to inform these meetings, and may review recent assessments during them. However, we prefer to describe each child's profile of strengths and areas of development to the parent, rather than sharing numerical levels of achievement, as these may be confusing, label the children unnecessarily, or lead to unhelpful comparisons. These consultations are a high priority and monitoring takes place to ensure the vast majority of parents are seen each time.

In the summer term, we send home detailed reports outlining the children's achievement across the curriculum. These include written comments for core subjects and a tick-box system for foundation subjects, where the child's attainment in key areas of learning is graded as working below, just at, at

or above the expected standard. In Year 6, these reports include the child's end of key stage test results alongside our own teacher assessments. Reception reports also include results of the EYFS profile, Year 1 reports include outcomes of the Year 1 Phonics Check and Year 4 reports contain outcomes of the Year 4 Multiplication Check. Although no formal face-to-face consultations are provided with these reports, parents are warmly invited to provide written responses, or to make an appointment to see their child's teacher if they would like to discuss anything from them.

In addition to these formal opportunities to discuss with parents, we also use a range of other strategies to keep them informed about and involved in their child's learning. These include:

- Termly open afternoons where parents can view their child's work and discuss it with them
- Parent Information Booklets and End of Year Expectation information sheets for each year group – inform parents of the expectations of the year group
- Meet the Teacher / Curriculum Information meetings and occasional meetings that focus on an area of school priority e.g. reading or phonics
- Parent workshops for specific ways to support home learning
- SATS meetings for parents of children in Year 6
- Topic webs explaining which areas of learning are to be covered and how learning can be extended and enriched at home are sent home on a half-termly basis
- New parent meetings e.g. Reception New Parent Meeting

Inclusion

The principles of this assessment policy apply to all pupils, including those with special education needs or disabilities. 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 and will have the same high expectations of all pupils.

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.

Roles and Responsibilities

The Governing Body are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own systems 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

The Assessment Leader (currently a Deputy Headteacher) is responsible for:

- Ensuring that this 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

Phase Leaders are responsible for:

- Monitoring standards and analysing data for pupils in their phase and use it to inform phase development planning and school improvement

Subject Leaders are responsible for:

- Keeping abreast of developments in assessment practice in their subject and implement these appropriately in school (in consultation with the Assessment Leader and in line with whole-school assessment policy)

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

Monitoring and Review

This policy will be reviewed regularly by the Assessment Leader. All teaching staff are expected to read and follow this policy. The Assessment Leader is responsible for ensuring that the policy is followed. Members of the Senior Leadership Team will monitor the effectiveness of assessment practices across the school through moderation, lesson observations, learning walks, book and work scrutinies and pupil progress meetings.

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