

Whole School Assessment Policy

2025-2026

"Work hard, be kind"

Carnarvon Primary School
WHOLE SCHOOL ASSESSMENT POLICY

This policy was produced based on recommendations in the Commission on Assessment without Levels' final report (September 2015) and is in accordance with the 'Purposes and Principles of Assessment without Levels'.

At Carnarvon Primary School, we view assessment as an integral part of our teaching and learning programme. Assessment should support improved learning for children and enhance continuity and progression. As professionals, we frequently judge children's knowledge, understanding, application, skills, attitude, motivation, and behaviour.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focuses on the curriculum and lies at the heart of promoting children's education.
- high quality, in-depth teaching is informed by high-quality formative (ongoing) assessment.
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing, and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides clear, reliable information and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to improve.
- We achieve effective assessment without unnecessarily adding to the teacher workload.
- assessment is inclusive of all abilities.
- A range of assessments are used, including a day-to-day in-school formative assessment, an in-school summative assessment, and a nationally standardised summative assessment.

<u>Day to Day In-School Formative Assessment</u>

Day-to-day In-School Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their teaching of particular topics or concepts and plan for future lessons accordingly.

Through 'Day to Day In-School Formative Assessments', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure problems are identified at the individual level and that every child is supported to make progress and meet expectations.
- inform parents of their children's progress through informal discussions and at Parents' Evenings, providing parents with a broad picture of where their children's strengths and areas for development lie and what they need to do to improve.
- reflect on the effectiveness of teaching strategies and adapt as necessary.

A range of formative assessment strategies are used, as described in the school's 'Feedback and Marking' policy.

In-School Summative Assessment

In-school summative Assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or concept over a period of time, providing feedback on how they can continue to improve. In-school summative Assessments will also inform parents about achievement, progress and broader outcomes. Teachers will use in-school summative assessment to evaluate both pupil learning at the end of an instructional period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). These purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at the whole school level 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 expected attainment.

A range of In-School Summative Assessments will be used, including, for example:

- half termly assessments (KS1 & 2)
- end of key stage tests (Y2 & Y6)
- end of year NFER test (Y3-
- reviews for pupils with SEND
- B-Squared SEN Assessments
- The termly 'best fit' assessment of National Curriculum age-related expectations was reported on Insight in reading, writing, maths, and science. (KS1 & 2)
- Foundation Stage 'best fit' assessments relating to Reception Development Matters benchmarking in all 17 areas of development at key points throughout the year
- 'No More Marking' writing assessments for Y1-6, which are standardised across 2,000 schools

National Standardised Summative Assessment

Nationally standardised assessments will provide information on how children perform compared to children nationally. These assessments will provide parents with information on how the school is performing compared to schools nationally. Teachers clearly understand national expectations and assess their performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against schools nationally and locally and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for OFSTED's discussions when making judgements about the school's performance.

A range of nationally standardised summative assessments will be used:

- Reception Baseline Assessment/End of year profile

- A Phonics Check in Y1, re-checked in Y2
- Year 2 National Curriculum Assessments are no longer a legal requirement. However, Y2 end-of-year assessments are carried out using the national assessment materials.
- Multiplication Tables Check (MTC) in Y4
- National Curriculum tests at the end of KS2

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special educational needs and any requirements for intervention and support.

A consistent approach to assessment

In order to ensure consistency of assessment, we have:

- agreement on a common pattern of assessment as set out in Appendix 1 calendar
- agreement on common procedures for assessment using in-school summative assessment resources
- Work sampling and agreement trialling at regular intervals. This takes place at the whole school, at key stages, and between parallel classes, as well as through monitoring by Curriculum Leadership Teams.
- Portfolios (in some subjects) that provide work samples have been developed to reflect agreed attainment at NC levels or coverage of objectives (foundation subjects).

Curriculum Leadership Teams are in the process of developing summative assessments in foundation subjects.

Evidence of Attainment and progress is kept in the form of:

- Foundation Stage Profile
- Basic outline of Reception children DfE baseline results.
- In-house baseline based on Development Matters benchmarking.
- NELI (Nuffield Early Language Intervention) scoring for Reception children.
- Results of Reading Tests (KS1 & 2)
- Progress against National Curriculum at termly intervals on Insight
- Progress against Reception Development Matters benchmarking on Insight at select points through the year.
- Results of SATs tests (end of Key Stages)
- B-squared assessments for children with additional needs.
- Annual report to parents, including attainment against age-related expectations (teacher assessed)
- During Parents' Evening meetings - sharing of achievements, attainment and targets
- With children, regular sharing of targets, discussions to review these and set new. –these may be verbal. Small step targets for writing and end-of-year targets for maths, etc. will be current and accessible for the child, e.g. in a book or on a display
- IPP's, including reviews
- Samples of work, dated and assessed (often during work sampling, kept in Curriculum Leader Folders)
- Teachers' parent interview dialogue sheets – KS1 & 2 + teacher's own notes and records not kept from year to year
- SATs booklets from the end of KS1
- Any test results from SENCO or outside agencies
- Target setting using Fisher Family Trust (FFT) estimates.

Results of pupil achievement and attainment are reported:
To parents:

- Verbally throughout the year, often through informal communication
- In reading record books (KS1 and Reception)
- At twice yearly Parents' Evenings (November & February)
- Review meetings for some of our SEN children
- Annual reports in July
- End of Key stage 2 SATs results

To LA and DfE:

- Attendance returns
- DfE Reception baseline
- Foundation Stage Profile
- Y1 Phonics Check, Y2 Re-Check
- End of KS1 and KS2 results
- Data on SEN, PP, FSM, gender balance, gifted & talented, EAL and ethnic background etc.
- Data used for benchmarking, Ofsted, ASP. Much of this is brought together in the Primary School Performance Handbook published by the LEA and Fischer Family Trust.
- School Self Evaluation Form (SEF)

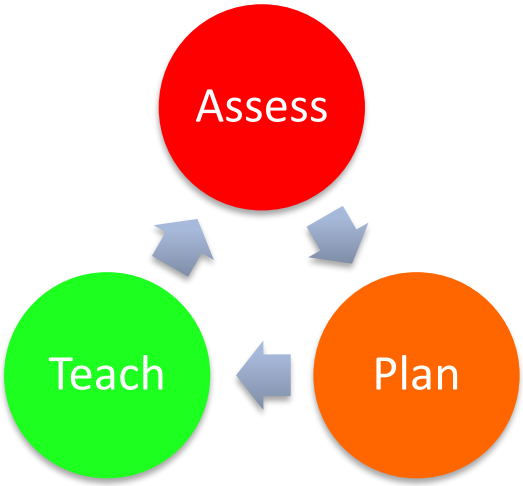
To governors:

- Annual targets agreed
- Reception results/trends
- SATs results, trends, DfE Analyse school performance (ASP), Fischer Family Trust
- Analysis of 'How well are we doing' reported through the School Self Evaluation Form (SEF)

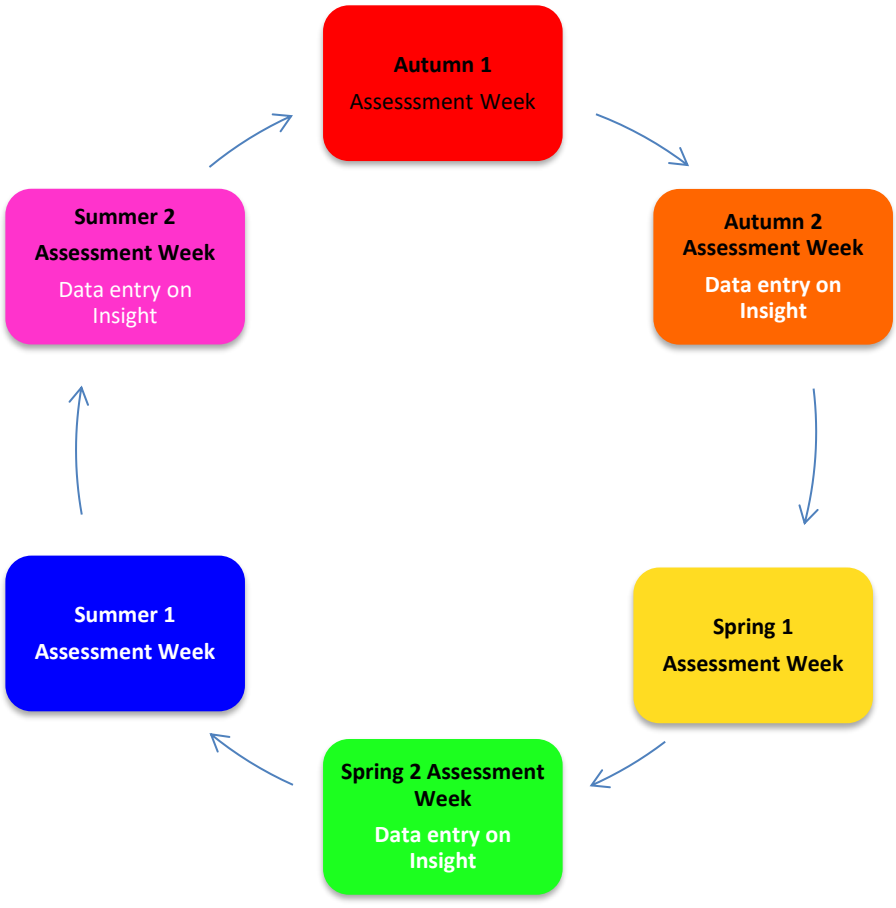
Policy Updated: February 2026
Policy Review Date: February 2027

APPENDIX I
Assessment Cycles

IN-CLASS FORMATIVE ASSESSMENT



IN-SCHOOL SUMMATIVE ASSESSMENT
Key Stage 1 & 2

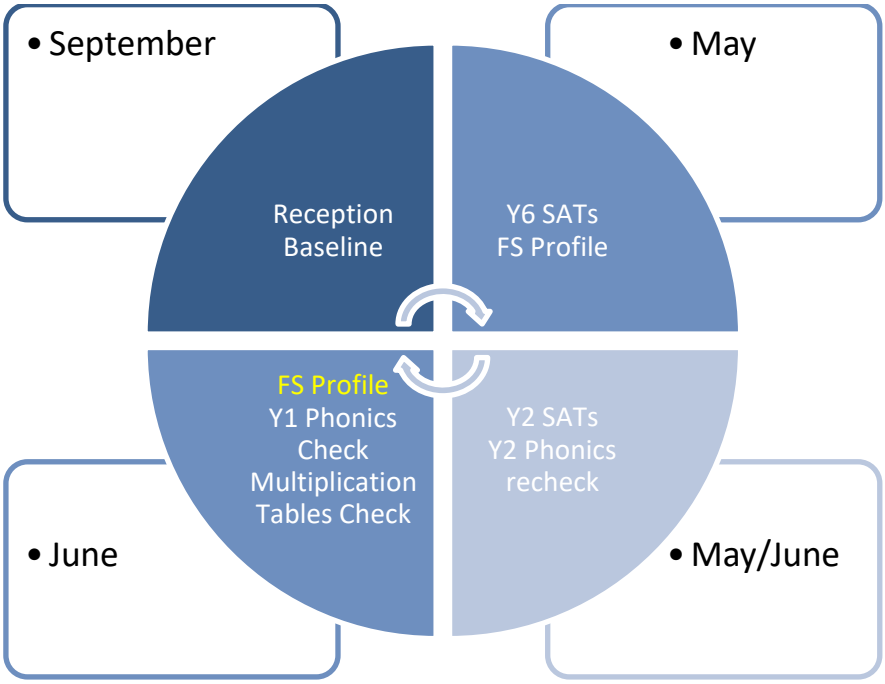


IN-SCHOOL SUMMATIVE ASSESSMENT

Reception



NATIONAL STANDARDISED SUMMATIVE ASSESSMENT



APPENDIX II

Transfer within School – the following information is transferred.

IN RED FOLDER

- Information/Reports from EY Settings
- Foundation Stage Profile & results sheet
- Reception DfE baseline summary sheet
- NELI results
- Parents' Evening Dialogue Sheets
- IPP sheets and reviews
- Copy of reports
- Any medical information
- Record of action/incidents where behaviour is closely monitored. Any records of incidents where a child with serious long-term behaviour is monitored are to be sent to Headteacher)
- Previous writing assessment cards from 'My Writing Journey'

IN GREEN FOLDER (Year 2 up)

- Formal assessments from the **current academic year** (NFER Non-Verbal Reasoning Y3, Yr2 SATs booklets, reading test)
- In addition to the current academic year, we keep END of KS1 SATs booklets

'MY WRITING JOURNEY'

- Purple book containing 5 assessed pieces of independent writing undertaken throughout the year

ON INSIGHT:

- FS - Attainment against all 17 areas of development
- KS1 & 2 - Attainment against National Curriculum/ Foundation Stage in reading, writing and maths (3 times per year plus Science at the end of the year)

Transfer between schools

- As above between other primary schools + entry file held in school office
- Primary/secondary transfer sheet as requested by the secondary school
- Verbal information to Yr. 7 tutors and SENCO
- Electronic Common transfer file (from office computer)