



Assessment Policy

Governor Committee Responsible:	C&L	Governor Lead(s):	Headteacher
Status	Non-statutory	Review Cycle	Three Years
Last Review	March 2025	Next Review Date	March 2028
<i>Date Ratified</i>	<i>Ratified by Headteacher, 11 March 2025</i>		

Contents

1. Aims.....	1
2. Legislation and guidance.....	1
3. Principles of assessment.....	2
4. Assessment approaches.....	2
5. Collecting and using data.....	4
6. Reporting to parents.....	4
7. Inclusion.....	4
8. Roles and responsibilities.....	5
9. Monitoring.....	6
10. Links with other policies	6

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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

At Charlton Kings Junior School, we believe that assessment is a crucial component of teaching and learning. Assessment in various forms is used to guide teachers in identifying how effectively children are progressing towards learning objectives and informing how and where additional support would be best targeted. It is used to support Subject Leaders in monitoring the successful implementation of the curriculum, Senior Leaders in guiding curriculum policy and development, and Governors in holding Senior Leaders to account.

We believe that effective assessment is subject-specific, provides useful information which is acted upon, is inclusive of all pupils and should not add unnecessarily to teacher workload.

4. Assessment approaches

At Charlton Kings Junior School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 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 extension, evaluate teaching and plan future lessons
- **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 weaknesses lie, and what they need to do to improve

At Charlton Kings Junior School, formative assessment takes various forms: targeted questioning, discussion, self- and peer-assessment, verbal- and written feedback and marking. Teachers use a variety of formative techniques during all lessons in order to observe children's progress towards meeting learning objectives, and identify gaps and misconceptions as they arise.

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
- **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

At Charlton Kings Junior School, summative assessment takes varied forms.

Term 2 and Term 4	Maths	Years 3-6: Purpose-written tests in Arithmetic and Reasoning
	English	Years 3-6: Purpose-written tests in Grammar & Punctuation and Spelling Years 3-5: NFER Autumn/Spring Reading papers Year 6: Statutory reading assessment past papers
Term 6	Maths	Years 3-5: NFER Summer Maths papers
	English	Years 3-5: NFER Summer Grammar, Punctuation and Spelling; and Reading papers

Writing is assessed through a series of independent writing tasks, taking place at the end of related English teaching units. Writing results are then moderated by Year Groups and by the Subject Leader in Terms 3 and 6.

Science is summatively assessed through end-of-unit written tests, which are purpose-written to reflect the learning objectives of each unit.

For **foundation subjects**, planning for a unit of work leads to an independent piece of work which allows children to demonstrate their knowledge and understanding. Each piece is subject- and unit-specific and is planned by Year Group teams in conjunction with subject leaders.

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 undertaken at Charlton Kings Junior School:

- Multiplication Times Tables Check (MTC) at the end of Year 4.
- National Curriculum tests (SATs) and teacher assessments at the end of Key Stage 2 (year 6).

We work closely with the Infant Schools attended by pupils to ensure accurate reporting of nationally standardised summative assessment results such as phonic screening and KS1 National Curriculum tests, which are used to monitor the progress of children as they work through KS2.

5. Collecting and using data

At CKJS, summative assessment data in **Maths, English** and **Science** is recorded using INSIGHT, which is then available to teachers, subject- and school leaders, at the end of terms 2, 4 and 6 (with moderated writing data added at the end of term 3, as outlined above). Pupil Progress Meetings are then held between teachers and senior leaders, to discuss outcomes, identify resulting actions and highlight progress made towards child, class, cohort and school-wide targets.

Summative assessment data is shared with the governing body at regular intervals throughout the year.

In **foundation subjects**, teachers are not expected to keep written records of children's attainment, but the information gathered will help review and refine curriculum planning. Additionally, subject leaders will monitor the impact of their subject through lesson observations, work scrutiny and pupil voice. If the outcomes evidenced do not match the original curriculum intent, this may lead to the identification of CPD needs for staff, or an evaluation and review of curriculum planning, if the outcomes evidenced do not match the original curriculum intent.

6. Reporting to parents

Formative assessments, such as spelling and times table test results, may be communicated to parents through homework sheets or the school planner. Other data may be shared with parents at parents' evenings or meetings.

At each parents' evening, parents and carers will be given a short summary of their child's strengths and areas for development in key aspects of Reading, Writing and Mathematics. A teacher assessment of the child's attitude to learning will also be given.

A full report, showing children's attainment in relation to national expectations, will be given at the end of each academic year. This will show a teacher assessment of attainment for Reading, Writing, Mathematics and other curriculum subjects, alongside an assessment of the child's attitude to learning in each of these.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational 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. 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. Pupils not able to access the key stage 2 curriculum will be assessed using the pre-key stage assessment standards.

8. Roles and responsibilities

8.1 Governors (Trustees)

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.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

8.2 Headteacher

The headteacher 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.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

8.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

9. Monitoring

As a live document, this policy will be reviewed as required, but at least every three years, by the school Assessment Lead. All teaching staff are expected to read and follow this policy. The Senior Leadership Team is responsible for ensuring that the policy is followed.

Subject Leaders will monitor the effectiveness of assessment practices in their areas of curriculum responsibility, across the school, through:

- Lesson observations
- Learning walks
- Book and work scrutiny
- Pupil Voice conferencing

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking and Feedback policy
- Teacher Appraisal policy