



# Assessment Policy

**Fairview Community Primary School**

**Reviewed: January 2026**

*Review Due: January 2027*

## 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

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

## 3. Principles of assessment

We believe in the statement that all forms of assessment should be used to improve teaching and learning. At Fairview, we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the highest attainers. We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning
- Simple to use and understand
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that Fairview is keeping up with external best practice

## 4. Assessment approaches

At Fairview we see assessment as an integral part of teaching and learning, and it is closely 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

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments. National curriculum expectations and progress documents provide the backbone of our formative assessment framework. The progression document for each year group stipulates a benchmark standard for children on entry to that year group within the writing curriculum. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations.

### 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.

### Internal summative tests

Children will be given formal tests in the core subjects of Mathematics, Reading and GPAS (Grammar, Punctuation and Spelling) at three points in the school year. Autumn term testing provides a baseline for the year, spring tests provide mid-year data to identify whole cohort

progress and also children who need further support and intervention and summer tests give the final judgment for the year. Test results are collected in the late Autumn term, mid Spring and late Summer. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results.

These results are all stored centrally and provide us with a whole school picture, which we can analyse in different ways. We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. For Mathematics, Reading and GPAS we use the TestBase termly standardised tests. We are confident of their robustness as they are drawn from a large sample size. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average.

The following table outlines how the TestBase Standardised scores relate to national data.

### Interpreting scaled scores

Scaled score	Interpretation
None	If no scaled score is given, this is usually because a pupil scored very few marks and so we can't reliably give a scaled score
< 80	Scores indicate that pupils might not currently be working within year group expectations
80 – 99	Scores within this band indicate that pupils could still need to secure knowledge and skills before we can be confident that they are meeting the expected standard
100	Scores indicate that pupils could be on track to meet the expected standard for their academic year
101 – 120	Scores within this band indicate that pupils are increasingly secure in their knowledge and understanding and are expected to meet the expected standard for their academic year
> 120	These pupils are performing at the ≥ 80th – 90th percentile (i.e. in the top ~10-20% of pupils; depending on the test). This may indicate that these pupils could be working at the 'higher standard', and they will need activities to stretch and challenge if they are to continue to progress

The shared language of testing in our school will be 'Expected Standard' (EXS), 'Working towards National Standard' (WTS) and 'Working at Greater Depth' (GDS). For their summative assessment in writing, teachers will level according to the portfolio of work the children have completed in a given term. This again will be reported as the 3 levels outlined above. These tests are used by teachers to support teacher assessment, not exclusively to level a child.

### Internal assessments in Foundation subjects (Geography, History, Science and RE)

These subjects are assessed differently to the core subjects.

- In RE there is an assessment of each unit at the end of each short term (6 times per year). Children complete these as a lesson and teachers use this to inform judgements.
- In History, Geography and Science, Learning Checkpoints are undertaken. These are an independent task which revises previous learning from prior lessons. These tasks may be retrieval based but can also be open ended, providing children an opportunity to show what they know and prove they have a strong understanding of the material covered. These Learning Checkpoints will occur twice per short term.

- In History, Geography and Science we also use a retrieval practice questions at the start of lessons to provide a quick snapshot to the teacher of the information which has been retained from previous learning. This enables children to continuously revise previously learnt content.

#### **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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Optional National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2)
- Multiplication (times tables) check at the end of Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

#### **5. Collecting and using data**

Data is collected at Fairview so that it may be analysed. This information can then be relayed to teachers so that teachers understand upon precise areas to work on for particular children.

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. A proportion of children would be at National Standard already (achieving a scaled score of 100 or more in the Autumn tests). We appreciate that progress is not always linear and some children move on faster than others.

We aim that as many children are working at the appropriate levels within each year group and also aim to ensure that those children that are not working at their current year group level make accelerated progress to ensure that they 'catch up'. These children can be discussed by class teachers and relevant members of SLT at pupil progress meetings which will happen every long term (December, March and June/July).

#### **6. Reporting to parents**

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavor to communicate well through newsletters, weekly home learning sheets, reading journals, reports, open days, parental workshops, the school's Facebook page and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the Autumn and Spring terms. A full report is sent to parents at the end of the

academic year, usually the first week of July. The report will cover the child's performance in all National Curriculum subjects. In summer term a written progress report will communicate achievement; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in Reading, Writing, Maths and Science. In Year 1 it will include details of the phonic screening. At the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and GPAS. In Year 4, the report will include information about the child's score in the Multiplication test.

## **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.

## **8. Roles and responsibilities**

### **8.1 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
- Updates on the schools internal and statutory data will be given to Governors three times per year during Quality of Education meetings. These are usually held in October, January and May.

### **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

### **8.3 Teachers**

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

## **9. Monitoring**

This policy will be reviewed every 2 years by the assessment lead at Fairview. At every review, the policy will be shared with the governing board.

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

Assessment lead and other member of SLT will monitor the effectiveness of assessment practices across the school, through:

- Carrying out drop in sessions. Members of SLT and teaching staff will undertake a drop in each week and provide feedback to staff. This is a 10-minute picture of the classroom.
- Book looks will happen 3 times a year for core subjects as well as for foundation subjects although maybe less regularly. This is to ensure consistency amongst year groups and correct curriculum coverage.

## **10. Links with other policies**

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures