

‘With Jesus we can **achieve** what we **dream** and **believe**’

The Link between Curriculum and Assessment

The school's curriculum is the primary tool to ensure pupils know, remember and can do more over time. Assessment practices are designed to support curriculum implementation and evaluate its long-term impact on pupil's knowledge and skills.

Checking Prior Knowledge & Diagnostic Practice

To ensure new learning builds on secure foundations, teachers regularly evaluate prior knowledge before introducing new concepts:

- Low-Stakes Retrieval: Teachers use routine retrieval practice (e.g., mini-whiteboards, diagnostic questioning and review tasks) to check that key knowledge has been retained in long-term memory.
- Adaptive Planning: Insights from these low-stakes checks allow teachers to consolidate prior learning or adapt immediate instruction before moving forward.

Formative Assessment & Adaptive Teaching

Formative assessment happens continuously during lessons to check understanding and guide next steps:

- Immediate Adaptation: Teachers adjust instruction in real time, providing targeted support, scaffolded guidance, or immediate challenge based on pupil responses.
- Meaningful Feedback: Feedback focuses on clear, actionable steps provided primarily during live classroom interactions.

Evaluating Curriculum Impact

Rather than relying on frequent end-of-unit summative tests, progress is evaluated as a long-term cumulative process:

- Curriculum Intent: Clear learning outcomes define the core knowledge and skills pupils are expected to master.
- Implementation: Ongoing classroom reviews and routine work scrutinies evaluate how effectively pupils are embedding new concepts.
- Impact: Periodic reviews (including termly summative assessments in core subjects and reviews of work in books) measure cumulative retention and inform future provision.

Intent Statement

High-quality assessment practice goes beyond measuring outcomes, it prepares pupils to become reflective, self-regulating learners who hold high expectations for their own success. Assessment is fully integrated into teaching and learning to ensure pupils securely embed knowledge in long-term memory and apply it confidently across the curriculum.

Policy Purpose

This policy aims to:

- Establish Consistency: Ensure a shared, high-quality vision for assessment across all subjects and key stages.
- Deepen Learning: Support staff in ensuring knowledge is retained over time and applied across different subjects and contexts.
- Inform Parents: Provide parents with clear, meaningful insights into their child's progress and attainment relative to age-related expectations.
- Drive Standards: Maintain and raise standards of achievement and progress for every pupil, regardless of their starting point.

Core Principles of Assessment

The primary purpose of assessment in our school is to empower learners, inform instruction and drive pupil progress. We achieve this by ensuring assessment:

- Informs Teaching: Draws on accurate information about what pupils already know, understand and can do to adapt future instruction.
- Utilises Transition Data: Incorporates key information from parents, previous settings, EYFS baseline data and prior key stages to establish accurate baselines.
- Identifies Early Needs: Rapidly flags pupils who are at risk of falling behind, enabling immediate targeted support or 'keep-up' interventions.
- Promotes Progress: Ensures all pupils, including those with SEND and disadvantaged learners, make strong progress against curriculum milestones.
- Provides Actionable Feedback: Delivers timely, purposeful feedback (emphasising live verbal guidance in the classroom) that enables pupils to reflect, self-assess and improve.

Principles of Assessment:

The school maintains a balanced approach to assessment, placing high-quality formative practice at the heart of daily teaching while keeping summative data collection proportionate and purposeful.

Formative Assessment (Ongoing)

Formative assessment is an integral part of high-quality teaching. Its primary purpose is to inform instruction rather than generate data for recording:

- Adaptive Teaching: Teachers use live questioning, immediate feedback and low-stakes checks to identify misconceptions and adapt instruction in real time.
- Empowering Learners: Formative feedback helps pupils understand learning goals, self-assess their work and take clear next steps in their learning.
- Diagnostic assessment (targeted) identifies a pupil's prior knowledge, specific strengths, or underlying gaps before or during instruction.
- Teachers use retrieval practice and low-stakes diagnostic tasks to evaluate retention before starting new concepts, adjusting unit planning accordingly.
- Validated diagnostic and standardised tools are used selectively alongside classroom evidence to identify pupils requiring targeted intervention.

Summative Assessment (Periodic):

Summative assessment provides a periodic snapshot of how securely pupils have retained the intended curriculum over time (recorded up to three times per year in core subjects).

Assessments are aligned directly with the school's curriculum progression. Standardised tests complement teacher judgements, providing external benchmarking without driving classroom instruction. Summative data is used to evaluate curriculum impact and inform provision. This ensures teacher time remains focused on high-quality classroom instruction.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in our school and provide clear guidelines for the implementation of the policy
- Ensure assessment is purposeful, valid and reliable for analysis
- Be clear on the role of diagnostic, formative and summative assessments in informing instruction and providing feedback to the learner.
- Ensure that assessments take place at distance from direct teaching to ensure pupils have retained their learning
- When assessments should be recorded and the purpose of the assessment does not require it to be recorded.
- Ensure that pupil misconceptions are diagnosed and challenged
- Provide clear guidelines for the implementation of the policy
- Reduce teacher workload by using effective sampling techniques.
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

Assessment in St. Michael's will:

- enable individual pupils to make progress in their learning and that their learning is retained over time.
- relate to shared learning intent and intended learning outcomes
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do independently appropriate to their age
- include reliable judgements about how learners are performing, related when appropriate to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information and considering if they need to revisit, consolidate or move on in their learning.
- provide timely feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these as part of the teaching process.
- enable teachers to plan more effectively by using assessment outcome to plan future instruction
- provide us with information to evaluate our work and amend planning at whole-school, class and individual pupil levels
- enable parents to understand and be involved in their child's progress
- ensure that our practices in this area are fully inclusive

Roles & Responsibilities:

Class Teachers and Support Staff

- Day-to-Day Assessment: Responsible for carrying out continuous formative and low-stakes diagnostic checks to guide daily instruction.

- Learner Dialogue: Engage pupils in ongoing assessment dialogue, helping them understand their achievements and immediate next steps.
- Reporting: Collect periodic summative data in core subjects to share with the Senior Leadership Team (SLT), present at Parent Consultation meetings and report annually in each pupil's written report.

The Assessment Lead

- Policy & Planning: Ensures class teachers use the school's curriculum progression framework as the basis for planning and ongoing assessment.
- Vulnerable Groups: Monitors the progress and attainment of specific groups (including SEND, disadvantaged and prior low/high attainers) in core subjects to ensure timely support.
- Analysis & Evaluation: Conducts Question Level Analysis (QLA) on Key Stage 2 statutory and standardised assessments to identify national trends and curriculum development priorities.
- Governance: Reports periodically to Governors on pupil progress, attainment trends and curriculum impact.

The Headteacher and Assessment Leader

- Professional Accountability: Maintain high standards of progress by reviewing pupil achievement against the intended curriculum through supportive progress reviews.
- Staff Support: Ensures staff well-being and workload are protected by keeping data collection proportionate and focused on driving instruction.

Subject Leaders

- Subject Guidance: Ensure staff are familiar with subject-specific progression models and assessment practices.
- Monitoring Standards: Evaluate standards within their subject using balanced monitoring methods- including book looks, pupil voice and learning walks.
- Curriculum Review: Use qualitative insights from subject reviews to inform future curriculum adjustments and professional development.

Outline of the Assessment Framework

Senior leaders and the Assessment Lead maintain overall responsibility for implementing and evaluating the school's Assessment Policy. Practice is reviewed regularly with staff to ensure alignment with curriculum goals.

Assessment operates across three distinct levels:

On-going Assessment (Formative)

- Daily Practice: The continuous, day-to-day process of evaluating pupil understanding against intended learning outcomes.
- Adaptive Teaching: Uses in-lesson feedback, targeted questioning and live scaffolding to adapt instruction in real time.
- Next Steps: Informs immediate teacher planning to consolidate learning or introduce appropriate challenge.

Periodic Assessment (Diagnostic & Summative)

- **Diagnostic Checks:** Low-stakes retrieval tasks or baseline checks used at the start of new units to evaluate prior knowledge and address misconceptions before moving forward.
- **Summative Evaluation:** Periodic summaries of progress in core subjects (recorded up to three times per year) to evaluate cumulative retention over time. Standardised assessments in Key Stage 2 complement teacher judgements to benchmark progress without driving day-to-day instruction.

Transitional Assessment (Statutory & Annual Summaries)

- **National Milestones:** Formal summative judgements made against national standards at key transition points (e.g., EYFS Profile, Year 1 Phonics Screening Check, and Key Stage 2 SATs).
- **Internal Transition:** End-of-year teacher judgements across all subjects that evaluate pupil progress against the school's curriculum progression framework to ensure smooth transitions between year groups.

Ensuring judgements are reliable

To ensure Teacher Assessment (TA) judgements are reliable, valid, and manageable, internal and external moderation processes are conducted throughout the academic year.

1. Moderation and Standardisation

- **Core Subjects (English & Mathematics):** Regular in-year moderation sessions take place across key stages, led by Assessment and Subject Leaders. These sessions focus on collaborative professional dialogue to benchmark pupil work against curriculum progression frameworks.
- **External Benchmarking:** Where appropriate, the school participates in local cluster and cross-school moderation to validate teacher judgements against wider standards.
- **Science and Foundation Subjects:** Consistency in the wider curriculum is maintained by evaluating pupil work against the school's specific subject progression frameworks. Progress in foundation subjects is reported to parents annually.

2. Standardised Assessments & Diagnostic Monitoring

KS2 Standardised Tests: Standardised assessments in Key Stage 2 are used periodically to provide objective benchmarks in core subjects.

KS1 Diagnostic Checks: Low-stakes standardised tools may be used internally in Key Stage 1 for diagnostic purposes only, helping teachers identify learning gaps without introducing high-stakes testing.

Targeted Intervention: Standardised data complements teacher assessment to flag pupils at risk of falling behind, allowing staff to implement timely 'keep-up' support and adapt classroom instruction.

3. Purposeful Data Use

In line with national guidance, summative information gathered at the end of the academic year in Reading, Writing, and Mathematics is used strictly to:

- Inform next steps for individual pupils and plan transition support.
- Targeted intervention provision and resource allocation.
- Evaluate curriculum design and instructional effectiveness.

Assessment practices exist to serve learning, guide teaching and improve pupil outcomes, never as a data collection exercise for its own sake.

Reporting and Recording Assessments Outcomes

Keeping parents informed about their child's progress across their learning journey is vital. This is done consistently across EYFS, KS1 and KS2 by evaluating achievements against the clear expectations of the school's curriculum.

The school reports pupil progress through the following mechanisms:

- EYFS: A child's end-of-year assessment outcomes against the Early Learning Goals (ELGs) are shared with parents in their annual report.
- KS1 & KS2 (All Subjects): Progress across English, Maths, Science and foundation subjects is reported to parents annually, summarising how well the child is embedding and applying the school's curriculum expectations.

Recording & Evaluating Curriculum Impact

Core Subjects (RW&M): Summative judgements are recorded periodically (up to three times per year) to inform next steps and target academic support, ensuring teacher workload remains manageable.

Science & Foundation Subjects: Assessment is an ongoing part of teaching. Teachers evaluate pupil understanding through responsive classroom practice, questioning and work in books. End-of-year judgements reflect whether pupils have securely retained key knowledge across taught units.

Targeted Support: Where a pupil or cohort is making less progress than expected, focus is placed on diagnostic review and adapting classroom support, rather than increasing data collection or administrative tracking.

Management and evaluation of assessment policy and practice

The assessment lead, in consultation with the Senior Leadership Team (SLT), is responsible for regularly reviewing and updating this policy to reflect national statutory requirements, research-informed practice, and DfE workload guidelines.

To ensure assessment practice remains effective, manageable and focused on learning, the assessment lead audits key elements of policy implementation and reports findings to the SLT, ensuring that:

- Assessment practices are rooted in strong subject knowledge and reflect the specific needs of each curriculum domain.
- Assessment occurs across all subjects in alignment with agreed school principals, prioritising responsive teaching and manageable feedback over excessive written marking or admin-heavy tracking.
- Classroom practice utilises efficient feedback methods (including live verbal feedback and targeted whole-class review) that directly inform pupil next steps.
- In-school summative assessment principles are followed consistently, ensuring test data is used diagnostically rather than for compliance.
- The school engages in proportionate moderation with partner schools/trust networks to validate teacher assessment through collaborative professional dialogue.
- All statutory assessment requirements (including EYFS Profile, Phonics Screening, MTC and KS2 SATS) are met accurately and efficiently.

The Quality Assurance of Standards

Assessment judgements across all curriculum areas must be robust, reliable and free from bias, accurately reflecting what pupils know, remember and can do independently.

Teacher assessment is evaluated against the clear learning goals set out in the school's curriculum progression maps:

- Working Towards Expectations: Pupils who require significant ongoing scaffolding or guided support to demonstrate key curriculum outcomes for their year group.
- Working at Expectations: Pupils who independently and securely demonstrate, retain and recall the key knowledge and skills taught within their year group curriculum.
- Working at Greater Depth: Pupils who demonstrate a deep, flexible understanding of year-group concepts- applying knowledge fluently, reasoning critically and solving complex problems within the specific subject domain.

Quality assurance is an ongoing, collaborative process designed to support teachers. Subject and assessment leads use routine work scrutinies, learning walks and collaborative moderation discussions to evaluate curriculum impact across year groups.

Monitoring relies on the everyday work produced in pupils' books and classroom interactions, avoiding artificial sample tasks or separate tracking evidence.

EYFS

In line with national EYFS reforms, assessment in Nursery and Reception focuses on responsive day-to-day interactions rather than excessive evidence gathering or tracking data. Recording and reporting take place against the 7 Areas of Learning at key points across EYFS, concluding with the statutory EYFS Profile at the end of Reception using a 'best fit' approach.

KS1 & KS2

Evidence of pupil learning is primarily reflected in children's books, classroom dialogue and independent work. Assessment focuses on using insight to adapt teaching and provide meaningful feedback, rather than generating data for tracking purposes.

To ensure consistency of teacher assessment across KS1 and KS2, teachers participate in regular, collaborative internal moderation sessions led by subject leaders. External moderation is conducted periodically with partner schools/trust networks to validate judgements through professional dialogue, ensuring teacher workload remains proportionate and manageable.

Quality assuring standards in Reception, KS1 & 2

The school follows statutory guidance issued annually by the Standards and Testing Agency (STA) in the Assessment and Reporting Arrangements (ARA) for statutory assessment points (EYFS Profile, Year 1 Phonics, Year 4 Multiplication Tables Check and Year 2/KS2 SATS).

- Statutory Administration: End-of-key-stage testing at KS2 is administered strictly in accordance with STA statutory guidelines.
- Internal Moderation: Teacher assessment across key stages is moderated internally through collaborative professional dialogue led by subject and assessment leaders.

Reporting Outcomes to Parents

The school reports pupil progress to parents annually against the expectations of the school's curriculum:

- Reading, Writing, Maths, and Science: Progress is reported in relation to Age-Related Expectations (ARE), identifying whether a pupil is working towards, securely meeting, or working at greater depth within their year group curriculum.
- Foundation Subjects: Progress is reported to parents by highlighting key achievements and summarising whether pupils are securely retaining and applying the curriculum knowledge for their year.

Demonstrating Pupil Progress

The school recognises that learning is a long-term change in memory and the curriculum is planned for progressive depth therefore:

- Pupil progress is demonstrated primarily through the growing complexity, independence and accuracy of work in books over time.
- Progress is evidenced when children require less scaffolded support to demonstrate prior learning and successfully apply knowledge across different subject domains.

Types of Assessments used and their purpose

Formative assessment - Formative assessment is an integral, daily part of teaching and learning. It is used continuously to check pupil understanding, identify misconceptions and adapt instruction in real time.

To ensure teacher workload remains manageable, feedback prioritises live verbal dialogue, targeted whole-class review and immediate guided practice during lessons, rather than extensive written marking.

Pupils are supported to understand learning goals and success criteria, developing self-assessment and peer-assessment skills over time.

Diagnostic Assessment - Diagnostic assessment identifies a pupil's prior knowledge, specific strengths, or underlying learning gaps before or during a unit of work.

- Teachers use low-stakes checks, retrieval practice and diagnostic questioning to identify learning needs and adapt immediate instruction.
- Standardised assessments, such as NFER's are analysed periodically alongside classroom evidence to help identify pupils requiring targeted academic intervention.

Summative Assessment - Summative assessment evaluates pupil learning against curriculum goals at specified points (no more than three times per year in core subjects). It provides a reliable snapshot of cumulative progress to inform parents, validate teacher assessment, identify curriculum gaps and evaluate intervention impact- ensuring data collection remains proportionate and serves.

Synoptic Assessment - Synoptic opportunities encourage pupils to connect and apply knowledge from across different units and subjects. This allows teachers to evaluate how deeply pupils have retained and integrated key curriculum concepts over time.

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include (where appropriate):

- Flash Academy assessment for English language proficiency
- RWI assessment
- Foundational Knowledge assessments
- Speech and language assessment
- Teacher observations and assessment of classroom activities

Pupils' speech and language are assessed during their first few weeks in Reception. Any pupil with significant speech and language difficulties is referred to a speech and language therapist.

Marking and feedback

We recognise that feedback is most powerful when delivered during the learning process. Our feedback policy prioritises live classroom interaction to support pupil self-regulation while maintaining a manageable workload for teaching staff.

Principles of Live Marking and Feedback

- **In-Lesson Guidance:** Teachers assess learning during lessons using an 'over-the-shoulder' live marking approach, providing immediate verbal feedback and targeted prompts to address misconceptions in real time.
- **Feedback:** Teachers use whole-class feedback or marking and feedback books during lessons to capture common misconceptions, key achievements and specific pupils needing follow-up. These observations directly inform adaptive planning for subsequent lessons and identify pupils requiring rapid 'keep-up' intervention or planned overlearning.
- **No Retrospective Written Marking:** Unnecessary written comments after lessons are minimised; teacher time is instead directed toward planning responsive instruction and precision teaching.

Indicating Support and Task Design

To monitor task completion and evaluate progress accurately, work in books or learning records reflects the level of guidance provided. Direct instruction follows an explicit modelling framework (I do - Teacher models; We do - Guided practice; You do - Independent application), ensuring pupils are securely prepared before working on independent tasks.

Evaluating Pupil Independence

When planning, reviewing work and making assessment judgements, teachers consider the degree of independence demonstrated by the pupil. Indicators of genuine independence include:

Points to consider	Example
How closely a teacher works with a child to achieve the task or outcome	Child works in a focus group with teacher or learning assistant
The way that the task or activity is structured	This may include the use of • mathematics apparatus • prompts for writing
How pupils are grouped for the work	Mixed ability so more able support less able
A child's familiarity with the tasks or structure of the task to be undertaken	Work on it all week and then assessed
The degree of support given by the mode of response	If resources such as writing frames or worksheets are used.

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard. It must be recognised that

independent work of this kind **typically occurs at some distance from direct teaching**, for example when concepts and skills taught in one context are applied in another.

Teaching staff may also annotate children's work to clarify misconceptions, identify foundational knowledge amendments or provide models to scaffold learning. Ticks are used when learning is correct, and a dot or circle where errors have been made. All pieces of work must be seen by an adult, with next steps identified, however this does not necessarily mean that they are physically marked in pen. Where books are marked, this will be either by an adult in green pen, or self-marked by the child in red. If not in the lesson, the teacher or LSA must 'touch base' with each child's book after the lesson and the marking and feedback book completed accordingly.

Some incorrect spellings will be picked up on. According to a child's ability, the correct spelling may be given or the child will be asked to practise/find these before the next lesson.

The marking or feedback must involve all adults working with the children in the classroom. Staff should always endeavour to 'live mark' work where possible during the lesson with the children. Children will be sufficiently challenged/supported based on this feedback.

Monitoring meetings

During termly pupil progress meetings, teachers meet with the SENCO, head teacher and T&L team to analyse data, pupils' needs and plan support/ intervention. Analysis is based on formative/summative assessments and teachers' formative knowledge of their class.

The headteacher, T&L team and class teachers meet termly with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

The headteacher, T&L team and subject leaders meet annually with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

Assessing Pupils with Special Educational Needs and Disabilities (SEND)

Assessment for pupils with SEND provides the foundation for tailored support, helping every pupil achieve their full potential through personalised, long-term learning pathways. Assessment is used to identify SEND requirements early and monitor ongoing support in line with the SEND Code of Practice.

1. Assessment Tools & Frameworks

- **Subject-Specific Learning:** Pupils working below age-related expectations but engaged in subject-specific study are assessed using the Pre-Key Stage Standards and internal tracking systems (PIVATS).
- **Non-Subject-Specific Learning:** For pupils working below the standard of the national curriculum and not engaged in subject-specific study, the statutory Engagement Model is used across the five areas of engagement (Exploration, Realisation, Anticipation, Persistence, and Initiation).
- **Personal Plans:** High expectations are maintained for all pupils with SEND, with clear SMART targets established within their individual learning plans.

2. Adaptations and Reasonable Adjustments

Assessment methods are adapted to ensure every pupil can demonstrate their knowledge and skills without compromising assessment validity:

- Classroom Adaptations: Extended response times, visual prompts, concrete resources and alternative/augmented communication methods.
- Formal Access Arrangements: Use of readers, scribes, large print, Braille, rest breaks and additional time in line with statutory access guidelines.
- Accurate Judgements: Assessments are conducted using reasonable adjustments. Where a pupil does not yet meet a specific statutory curriculum descriptor, they are accurately reported against the appropriate Pre-Key Stage or Engagement milestone rather than altering curriculum descriptors.

3. Collaborative Progress Reviews

During termly Pupil Progress Meetings, class teachers collaborate with the SENCO, Headteacher and Teaching & Learning team to analyse needs and evaluate support. Reviews triangulate formative and summative evidence, parent perspectives, pupil voice and advice from external specialists.

Record Keeping and Data Protection

The collection, storage, retention and security of all personal and assessment data strictly comply with UK GDPR and the Data Protection Act 2018.

Comprehensive curricular and academic records are maintained for every pupil, tracking progress, skills and statutory achievements. These are updated systematically and shared with parents via annual reports and consultation meetings.

When a pupil transfers to another setting, the Headteacher ensures all educational, safeguarding and SEND records are securely transferred in accordance with statutory requirements and the school's Records Management Policy.

Monitoring and Review

This policy is reviewed annually by the Assessment Lead, SENCO and the Senior Leadership Team.

Any updates or procedural changes are communicated promptly to all staff members to ensure consistent implementation.

Next Scheduled Review Date: October 2027

Date Approved by Governing Body: 13/10/26

Chair Governors: Jeanette Riley

Headteacher: Jade Gordon

Next Review Date: 1st October 2027