

Assessment Policy

St Margaret's CEVAP School



**Transforming lives by living and learning
together in God's love**

Approved by: Learning & Standards

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**Next review due
by:** Spring 2027

At St Margaret's CEVAP School, assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:

- To enable all individual pupils to make good progress in their learning
- To track individual and groups progress
- To identify children for intervention
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- To allow teachers to plan effectively, reflecting the needs of each child
- Include reliable judgements about how learners are performing, related, where appropriate to age related expectations.
- To provide information to set appropriate targets for groups and individuals
- Enable us to involve parents in their child's progress
- To provide the Headteacher and governors with information that allows them to make accurate judgements about the effectiveness of the school.

Attainment and progress:

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Progress is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Progress can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

At St Margaret's we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of. Teachers track progress rigorously and ensure this is fed into teaching and learning.

Roles and Responsibilities:

Teachers are responsible for carrying out summative and formative assessments. Where appropriate, outcomes will be shared with pupils as part of an ongoing dialogue about their learning and progress. Teachers are responsible for tracking pupil progress and reporting to the Headteacher in pupil progress meetings and informing parents.

Subject leaders will use assessment to inform their action plans and monitoring.

The Headteacher alongside Mrs Brown has the overall responsibility for monitoring assessment.

Types of assessment:

At St Margaret's we use a combination of formative and summative assessment as outlined below:

Assessment for learning (formative assessment)

Assessment for learning focuses on how children learn and is central to daily classroom practice and planning. Teachers assess and track progress through the learning objectives, observations, 'the steps success' criteria and through marking/feedback and pupil response. Peer assessment is also used throughout the school. All assessments for each learning objective are inputted onto our assessment system – Learning Ladders.

Assessment of learning (summative assessment)

This involves judging pupils' performance against the national age-related expectations. Teachers form these judgements at the end of each term using a combination of tests, mark sheets, book scrutiny and moderation. Subject leaders and the SLT are part of the moderating and book scrutiny process. Year 2 and 6 use the interim assessment frameworks. All data gathered from NFER assessments and SATs are uploaded onto our assessment system – Learning Ladders for data analysis.

Formal Assessment Cycle:

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school and more specifically each pupil in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at St Margaret's includes:

i) EYFS

- a baseline assessment of every pupil when they start in Reception (these take place in the first 6 weeks)
- Phonics is assessed at baseline entry and then termly with a total of 4 assessments.
- Termly assessment of all pupils in EYFS in all 7 areas of the EYFS curriculum; statutory end of Key Stage assessment
- ongoing observations
- Each child has a profile which shows progress against the 7 areas
- Development Matters Profile in which shows progress is recorded termly on Target Tracker.
- WellComm assessments (SALT/Communication and Language) - are completed by Oct half term. For pupils who are new to English, we will assess in the spring term once they have had time to absorb English. For children who are assessed as yellow/red level, we assess them termly to monitor impact/progress
- Learning Ladders – evidences progress over the year and used to report to parents.
- Ladders at Home – assessments are made over the 7 areas and reported to parents within 2 hours of the assessment being made.

ii) KS1 & KS2

- a baseline assessment of children when they transfer from another school
- statutory end of Key Stage assessment, currently Year 2(Optional) and Year 6
- statutory Year 1 Phonics Screening in the summer term
- practise SATs testing in Year 2 and Year 6 from sample papers
- termly writing assessments – these are teacher assessed and moderated within phases (termly) and yearly within writing moderation groups from surrounding schools in the area.
- termly reading assessments – NFER reading assessments are used at the end of each term to assess the children's comprehension ability. In Year 1 these start from the Spring term.
- termly maths assessments – tests & learning objectives met. NFER maths assessments are used.
- Weekly times tables tests
- Weekly spelling tests alongside termly NFER spelling tests in KS2
- All assessments are inputted into our assessment system - Learning Ladders with reports to parents.

How pupils are tracked:

Every term the Head teacher looks at the progress of each child and organises individual meeting with each teacher to discuss the progress of every child in their class if there is a need to develop interventions.

If a child is identified as not making sufficient progress then a number of measures may be put into place:

- targeted support in class by the class teacher
- intervention programme put in place (this may be 1:1 or a group intervention)
- extra work at home
- parents/carers invited to a meeting to discuss their child's progress.

At St Margaret's we use an online assessment tracker (Learning Ladders), which feeds into the teachers planning, teaching and learning. Assessments are made after each lesson from the objectives that have been taught. Every subject is assessed the same way through objectives either being marked as 'Below' 'Working towards', 'Expected' or 'Greater Depth'. The system then generates the progress and attainment made by each child throughout the year. The Head-Teacher and assessment lead monitor the progress and gather data.

Statutory tests and assessments:

Statutory, formal assessment procedures and examinations exist to measure attainment against national standards – now measured as age related expectations. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England. These statutory tests (SATs) are currently used in Year 2 and Year 6 and data is recorded by the DFE. The Year 2 SATs are now optional, as a school we have decided to continue to use the optional SATs to assess the children at the end of Year 2. The rest of the school use an assessment scheme (NFER) for Maths, Reading, Grammar and Spelling.

Reporting to Parents/carers:

Parents/carers are kept up-to-date with their child's progress and development. This is done through parent/carer consultations, which take place twice a year and the end of year report. Parents are also able to request a meeting with their child's class teacher at any other point throughout the year. Before the Parents consultation meeting in the Autumn term, a settling in report is written by teachers where the children's targets are shared and an assessment made by teachers on their attitudes and working ethos in school. These are then discussed at the consultation evening. Before the Spring consultation meeting another interim report is written informing parents of their child's progress and the targets they are working on. If parents/carers would like to know this information at other points in the year then they are able to make a separate appointment with their child's class teacher. In the Summer Term a written report is sent home for every pupil in the school. This outlines what the pupils have learnt this year, what their next steps are and what level they are working at within the age-related expectation. The summer report details the child's attainment and progress in every subject with a detailed personalised written comment for English and Maths along with a personnel teacher comment.

Ladders at Home

Within our assessment system 'Learning Ladders' we have activated the 'Ladders at Home' facility. This enables every parent to have a login to access their child's attainment and progress information throughout the year. Siblings are linked so that parents can see all their children's assessments on one dashboard. The system reports directly from what the teachers have inputted and informs parents within 2 hours of each learning objective in every subject that have been achieved or their child is working towards. Along with this there are articles for maths and English that explain every objective with activities and support that parents can give their child at home. With the facility to translate into over 300 different languages.