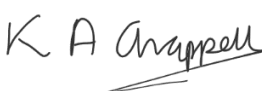




**SHAP ENDOWED
CHURCH OF ENGLAND
PRIMARY SCHOOL
Assessment Policy**

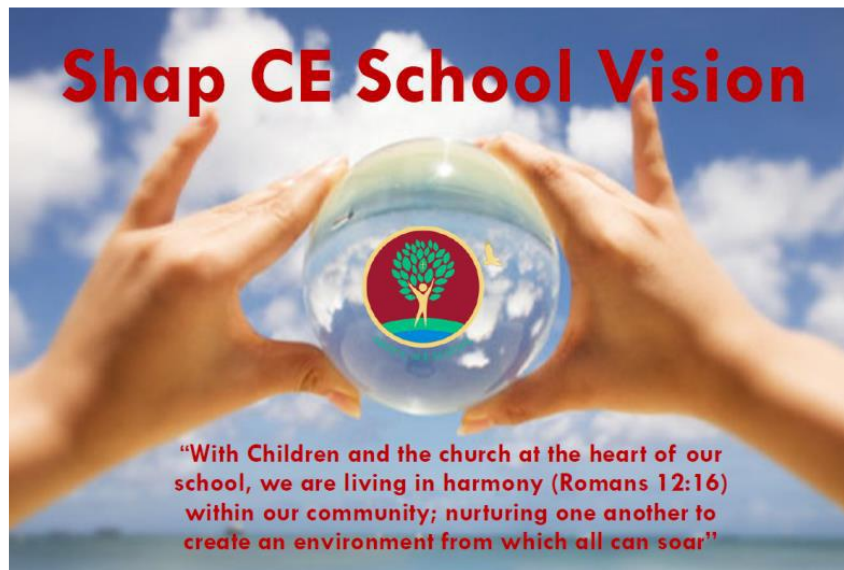
Approved by:	
Name:	Katie Chappell and Educational Standards Subcommittee
Position:	Head teacher
Signed:	
Date:	Summer 2025
Proposed review date²:	Summer 2026

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	January 2025
2	Added specific programmes used. Updated Feedback in relation to new policy. Added specific examples in section 3. Included Governor responsibility in section 9	June 2025

Vision Statement:



Assessment is a key part of this nurturing environment, enabling all children to flourish academically, socially, and spiritually.

At Shap CE Primary School, our assessment practices are rooted in our [Christian vision and values](#), ensuring that every child is nurtured, valued, and guided to achieve their full potential in a caring and supportive environment.

1. Aims of the Policy

At Shap CE Primary School, we believe that effective assessment:

- Helps children recognise their achievements and understand their next steps in learning.
- Supports teachers in planning high-quality, personalized learning opportunities.
- Provides parents and carers with clear, meaningful information about their child's progress.
- Ensures school leaders can monitor progress and attainment, making informed decisions for continuous improvement.
- Upholds our Christian ethos by recognising and celebrating the unique talents of every child.

2. Principles of Assessment

Our approach to assessment is underpinned by the following principles:

- **Inclusive:** Ensuring all children, including those with SEND, are supported in their learning journey.
- **Fair:** Assessment practices are free from bias and consider the whole child.
- **Purposeful:** Assessment informs teaching, not simply records attainment.
- **Consistent:** A clear and shared understanding of expectations across all staff.
- **Developmental:** Focusing on progress over time rather than just attainment at a single point.

3. Types of Assessment

We use a combination of **formative, summative, and statutory assessments** to support learning.

3.1 Formative Assessment (Assessment for Learning - AFL)

Ongoing assessment strategies include:

- Daily observations and questioning.
- Retrieval practice activities (e.g. flashback tasks, mini whiteboard responses, exit slips, Plickers).
- 'POP' tasks (Portrayal of Progress).
- Homework and independent tasks.
- Live marking and immediate feedback.
- Peer and self-assessment.
- Target setting with pupils to support ownership of learning.
- Use of whole-class feedback grids in KS2.
- 'Thinking like the teacher' strategies to promote metacognition.

3.2 Summative Assessment (Assessment of Learning)

Formal assessments are conducted at key points to evaluate progress and attainment. These include:

- PIRA and PUMA assessments in Reading and Maths (termly).
- Termly independent writing assessments.
- Weekly spelling and arithmetic checks.
- End-of-unit assessments in all subjects.
- Foundation subjects are assessed against Basic, Advancing and Deep (BAD) criteria developed by Subject Leaders.
- EYFS progress is tracked termly using the EYFS Framework and Development Matters.
- End-of-year reports to parents summarising progress and attainment.

3.3 Statutory Assessments

We follow all statutory assessment requirements, including:

- Reception Baseline Assessment (EYFS).
- Phonics Screening Check (Year 1).
- End of Key Stage 1 (as apt) and Key Stage 2 SATs.
- Multiplication Tables Check (Year 4).

4. Assessment in EYFS

Assessment in the Early Years Foundation Stage is based on ongoing observations and is recorded against the statutory EYFS framework. Key assessments include:

- Baseline assessments in the first six weeks of entry.
- Ongoing tracking through our Learning Stories
- End of EYFS profile assessment.
- Progress tracked termly and discussed during pupil progress meetings.

5. Feedback and Marking

Our feedback policy is informed by current research (including Dylan Wiliam) and our Christian values. It focuses on:

- Verbal feedback as the most effective form.
- Live marking using green pen for positives, orange dots for improvements.
- Purple pen responses by pupils to reflect and improve work.
- Use of success criteria and feedback symbols across year groups.
- Whole-class feedback grids in KS2.
- Peer and self-assessment encouraged regularly.

6. Tracking and Monitoring Progress

We use FFT Pupil Tracker for core subject progress tracking. Foundation subjects use custom BAD tracking sheets aligned with curriculum outcomes. Additional tools include:

- CoPS screening (Y1 dyslexia screener).
- White Rose diagnostics.
- EYFS progress checks.
- Subject leaders analyse data, support teachers, and meet with link governors termly.
- Findings are reported to the Educational Standards Subcommittee.
- Termly pupil progress meetings identify children for additional support and update the whole school provision map.

7. Reporting to Parents and Carers

We maintain regular communication with parents through:

- Team around the child updates via Microsoft TEAMS (For individuals as apt)
- Termly parent-teacher consultations.
- Annual written reports detailing attainment, progress, and personal development.
- Informal updates and celebrations of achievements.

8. Inclusion and SEND

We ensure that assessment practices are adapted to meet the needs of all pupils, particularly those with [Special Educational Needs and Disabilities \(SEND\)](#). Assessments are differentiated, and where necessary, alternative methods of recording progress are used.

9. Roles and Responsibilities

Headteacher: Oversees assessment strategy and ensures alignment with SDP and vision.

Subject Leaders: Monitor and develop assessment practices within their subject, analyse outcomes, support staff, and liaise with link governors.

Class Teachers: Plan and conduct assessments, adapt teaching, provide feedback, and engage in pupil progress discussions.

Governors: Monitor assessment policy impact through the Educational Standards Subcommittee, including progress and attainment reviews.

10. Evaluation and Review

This policy will be reviewed annually to ensure it remains effective and reflects best practice in assessment.

Date of last review: Summer Term 2025

Next review due: Summer Term 2026