



# **Clayton Village Primary School**

## **Assessment Policy**

### **September 2025**

#### **Rationale**

Assessment is a continuous and integral part of teaching and learning. It is at the heart of the process of promoting children's understanding. It is the means by which each child's progress is monitored and measured. Assessment informs teachers of achievements, abilities, skills and knowledge that children have acquired. It pinpoints children's needs and highlights specific next steps in a child's learning. This ensures a quality education is provided for all pupils.

We believe that effective practice in assessment, target setting and pupil tracking are fundamental to good teaching and learning for children from the Foundation Stage through to Year 6. To do this in our school, we undertake two different but complementary types of assessment: assessment *for* learning (AfL/ formative assessment) and assessment *of* learning (summative assessment).

Assessment is most effective when children are fully involved. At Clayton Village Primary School, assessment procedures engage children; they do not happen to children. High feedback ensures that children continually receive systematic next steps for improvement, meaning that progress is maximised because of the impact that this has upon learning.

*"Assessment for learning is the single most powerful tool we have for both raising standards and empowering lifelong learning."* Assessment Reform Group.

When assessment is thorough, lesson delivery and learning objectives are precise. We assess through lessons and make judgements across a whole unit of work to further ensure that the pitch and challenge is right for each child. Flexible groupings and a 'Growth Mindset' philosophy underpin our assessment procedures. Intelligence is not fixed and therefore through pre-assessments and flexible grouping we can maximise progress for all children. Ultimately, assessment is fundamental to ensuring pupil progress and achievement for all.

#### **Aims**

Using the principles and procedures of effective assessment, at Clayton Village Primary School we aim to:

- recognise achievements of all children;
- lead flexibly grouped, focused teaching and learning;
- set achievable yet aspirational targets for individuals, groups and cohorts;
- identify intervention groups and target resources effectively;

- provide information to ensure continuity and progress when pupils change year groups;
- ensure the school's curriculum responds to pupils' needs and is stimulating and challenging;
- allow subject leaders to monitor achievements and progress across the whole school;
- share learning targets with children;
- support children in taking ownership of and assessing their learning and progress;
- regularly inform parents of their child's achievements and targets;
- enable parents to play an active and equal role in celebrating and promoting their child's learning;
- inform governors and the wider community of children's achievements and progress;
- provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school;
- ensure quality first teaching is delivered;
- ensure outstanding pupil progress.

### **Assessment for Learning (AFL)**

Assessment for learning is the process by which teachers work in partnership with children to assess their understanding at the point of learning. It involves the continuous use of assessment in the classroom to raise pupil achievement, seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

We take a professional approach to the tasks of marking work to provide both written and verbal feedback. All children are entitled to regular and comprehensive feedback on their learning so that they are in a position to edit and improve their work in order to progress and achieve (marking and feedback that adds impact). Therefore staff give verbal feedback both at the point of learning and when necessary after the lesson, as well as marking the work and when appropriate giving written feedback; essential parts of the assessment process.

The children are then given opportunities either within the lesson or as part of the next lesson to edit and improve their work. The children complete their editing and improvement in their purple 'polishing' pen so that it can be seen clearly by all. At Clayton Village Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards.

At Clayton Village Primary School, AfL is central to our vision to develop reflective, responsible and resilient life-long learners. AfL involves:

- discussions and questioning;

- listening and observing;
- analysis, marking and feedback of work
- sharing and collaboratively developing success criteria;
- critically reviewing work against success criteria;
- setting, sharing and reviewing targets with children;
- pupils learn self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques;
- believing that every pupil can improve in comparison with previous achievements;
- reflecting on learning skills and styles.

AfL is most successful when the results of assessment have a direct impact on immediate teaching and learning opportunities. Effective AfL leads to personalised learning for children, meaning that children are supported to achieve the best possible progress and outcomes.

### **The nature of assessment**

Types of Assessment:

- Day-to-day assessment (evidence of learning which shapes immediate next steps) AfL.
- Periodic assessment (evidence of pupils' achievement across a whole subject which informs and shapes future planning for progression) summative assessment.
- Transitional assessment (judgments and insights at transitional points that can be shared between pupils, parents and teachers).

**FORMATIVE** assessment is on-going assessment, made formally and informally by the teacher, based on evidence gathered throughout a unit of work. Evidence may include: marking of children's work done independently or as part of a guided/ shared group, the observation of and discussions with children through learning conversations at work (and play), the results of the teacher's own tests/ tasks. Formative assessment is key to ensuring effective assessment for learning. Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for Learning impacts positively on planning, marking, feedback, questioning and self-evaluation.

**SUMMATIVE** assessments occur at the end of a course of study and are an objective measure of a child's progress; this will sometimes be obtained under test

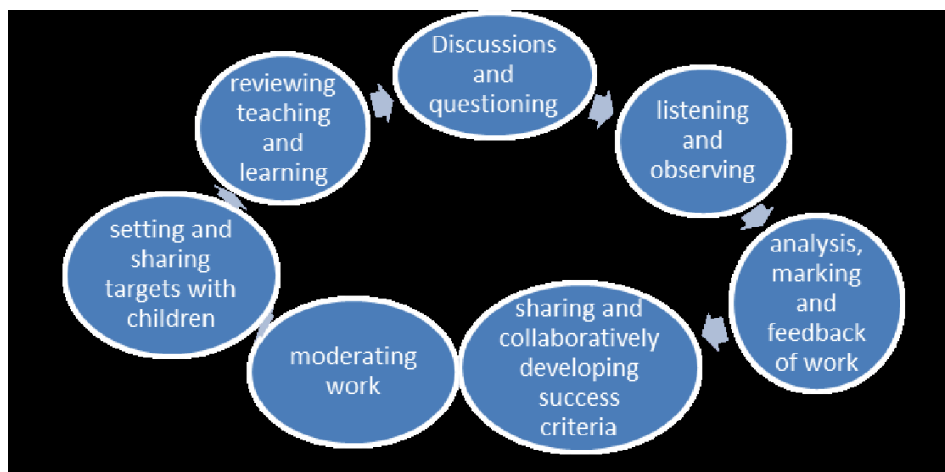
conditions or through post learning assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know.

Both formative and summative assessment data is used to inform termly end of year predictions which are reported, monitored and analysed using FFT.

### **Formative assessment at Clayton Village Primary School**

At Clayton Village Primary School, formative assessment is used as a systematic part of the school's process to regularly gather information to assess learning for all subjects. Judgements are made using National Curriculum end of year expectations to describe a child's attainment. The DFE and OFSTED are placing greater emphasis on the use of small –step formative assessment to aid planning, teaching and pupil support.

In addition to these two main types of assessment, when a teacher feels that a child requires further support, diagnostic assessments may be carried out to provide information about what a child can or cannot do or understand. This is usually facilitated by the SENCO and external agencies may be involved.



### **Summative assessment at Clayton Village Primary School**

Judgements are made using National Curriculum end of year expectations to describe a child's attainment. Children are recorded as working towards, working at and working at greater depth within a year group banding system. Judgements for core subjects (maths, reading and writing) are made at two points within the year and then a final summative judgement in July for their end of year progress and

attainment. The majority of children will be working within the working at or working at greater depth strands demonstrating depth of learning and wider application of core skills. A small percentage of children will be working below the expected level and will be assessed using the age related strands for the previous year.

Summative assessment also includes assessing children formally at the end of Key Stages to make judgements about children's attainment against a National expected standard. See below for further clarification about these arrangements.

## **Statutory assessment arrangements at Clayton Village Primary School**

### **Reception**

For children in Reception, The Reception Baseline Assessment is completed at the start of the reception year to give an indication of individual children's starting points and cohort on entry data. The Early Years Foundation Stage Profile (EYFSP) will be completed for each child in the Summer term to make judgments on attainment at the end of the reception year. See assessment in Foundation Stage for further clarification.

### **Assessment in the Foundation Stage**

As of 2012, teachers make judgments against 17 'Early Learning Goals' indicating whether children are meeting, exceeding or have not yet reached (emerging) expected levels of development. The EYFSP shows the achievements of each child in the three Prime Areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and four Specific Areas of Learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The profile reflects ongoing observation and records held by the school as well as information gained from discussion with parents/carers and other professionals working with the child where appropriate. The progress of children in Reception will be reported to parents at termly Parents' Evenings. In the Summer term, parents will also receive a written report based on the information recorded in the child's EYFSP.

### **Year 1**

As of 2012, children in Y1 are subject to the Phonics Screening Check. This assessment, which takes place in June, assesses children's ability to identify sounds associated with different letters and letter combinations, as well as their ability to blend these sounds together to correctly read words.

### **Year 4**

In Year 4, children will complete the multiplication times tables check (MTC) in June. The MTC is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies, including free schools, in England. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

## Year 2 and 6

Children in Years 2 will complete the non-statutory Key Stage 1 tests which were previously statutory. In Y2, tasks and tests are designed to be administered informally as part of normal classroom activity. The results inform teachers' overall assessments in English and Mathematics. Teachers also report a judgement for Speaking and Listening and Science.

As of 2013, children in Y6 are subject to complete the statutory Key Stage 2 tests in English reading, English grammar, punctuation and spelling and mathematics tests. These tests are assessed externally. Writing composition continues to be subject to teacher assessment.

Parents of Year 6 will be informed as to whether their child has met the appropriate standard, be given their raw score and a scaled score for their child. Combined reading, writing and maths results will also be used in the Y6 tests.

## Clayton Village Primary School Assessment Framework

Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Ongoing teacher assessments	Ongoing teacher assessments	Ongoing teacher assessments	Ongoing teacher assessments	Ongoing teacher assessments	Ongoing teacher assessments	Ongoing teacher assessments
2 data captures within the year	2 data captures within the year	2 data captures within the year	2 data captures within the year	2 data captures within the year	2 data captures within the year	2 data captures within the year
September and July	June: Statutory Phonics screening check	June: Non-Statutory end of KS1 tests and tasks.	July: EOY final assessment	June: Statutory MTC	July: EOY final assessment	May: Statutory Tests.
Statutory National baseline	July: EOY final assessment	June: Phonics Recheck		July: EOY final assessment		Writing judgments
Foundation Stage Profile		July:				July: EOY final assessment
EOY final						

assessment		EOY final assessment				
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**Results of the above statutory assessments are shared with parents, Trustees, the local education authority and the DfE.**

### **Target setting**

Our aim is to set ambitious and aspirational targets to challenge all our children and thus, ourselves, in our teaching.

Target setting is a significant strategy in our school for monitoring and improving the attainment of children. At Clayton Village Primary School, we have a range of targets: short term targets relating to writing, reading, maths and long term end of year/ Key stage targets.

### **End of year targets**

Core subject end of year targets are reviewed by the Senior Leadership Team (SLT) and teachers annually during the Autumn term. Teachers and SLT are responsible to target attainment for the end of this current academic year.

Reference should be made to:

- School targets per year group
- FFD targets
- Previous performance and prior attainment (EYFS and KS1 scores)
- Current attainment and progress according to recent assessments
- Year 1 phonics prediction
- Year 2 phonic re-takes

### **Aspirational Aims:**

- All children to be secure in end of year expectations
- Less than 10% of children working below age related expectations
- Majority of children working within 'at' and 'working at greater depth' with a high proportion working in 'working at greater depth' by the end of the academic year showing greater depth and understanding
- Gap narrowed between PP, FSM, SEN attainment against non PP, FSM, SEN.

### **Short Term Targets**

Short term targets for reading, writing and maths are set and shared with children termly and shared with parents termly during the parental information sessions.

## **Progress Towards Targets**

Within the two data captures in the year, the class teachers are responsible for identifying which pupils are /are not on track to meet their core subject targets. If pupils are identified as 'not on track', a discussion will take place regarding specific pupil targets and interventions during a Pupil Progress Meeting with the SLT.

## **Moderation**

Moderation is crucial to ensuring a consistent whole school approach and standard in assessment. To ensure that fair and accurate judgments are made, at Clayton Village Primary School we:

- Meet half termly to moderate reading, writing, and maths both in and cross Key Stage teams;
- Moderate work through 'book scrutiny';
- Use a variety of assessment materials to benchmark and moderate pupil's work;
- Collate evidence to inform teacher assessments;
- Make use of highly trained staff to support individuals and teams of teachers when making judgements and moderating;
- Participate in moderation meetings with schools in our 'STEP'/'LAP', academy and statutory local authority meetings.

## **Reporting to Parents**

During parent consultation in Autumn and Spring all parents will receive a record of achievement and progress. Parents will be informed of whether their child is predicted to be working below, at or working at greater depth year group expectations at the end of the year.

The record of achievement and progress also include information about attendance, punctuality, learning behaviours of the child and information about their personal, social and emotional development.

Annual reports will also provide personalised teacher comments for all subjects. Reception reports focus on the characteristics of learning and the prime areas of learning.

## **Monitoring**

The SLT has particular responsibility for assessment and analysis of pupil progress data for groups of pupils on a whole school basis. The SLT ensures progress is in line with the schools targets and performance data is comparable with other similar schools and national data.

Class teachers are responsible for analysing progress made by their pupils for reading, writing and maths. They report to the SLT on a termly basis during Pupil Progress Meetings to discuss progress and to track pupil targets.



Using FFT, Subject leaders for English and Maths are responsible for analysing pupil progress relating to their subject on a termly basis. They generate end of year reports and identify trends in data as well as individuals or groups of pupils who require further monitoring and/or intervention. Subject leaders support individuals and groups of teachers in assessing and moderating work. Subject leaders for non-core subjects review, monitor and analyse progress of children through meetings with teachers, pupil talk and observations.

The date for the next policy review is September 2025