Assessment Policy

Date adopted	Body
November 2026	Local Governing Body
Next review date:	Autumn Term 2027

Assessment Policy

Introduction

At Dallow, we believe that assessment is fundamental in enabling us to extend and challenge children's learning so that they can fulfil their potential. Assessment should be incorporated systematically into teaching strategies in order to assess progress and identify next steps, whether on an individual, group, class or whole school basis. We believe that effective assessment provides information integral to improving teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: 'Assessment for Learning' and 'Assessment of Learning'.

Assessment for learning (formative assessment)

Formative assessment:

- Is forward looking: part of the learning process, ongoing and continuous.
- Is used to diagnose needs, to provide feedback to help learners learn and to help teachers improve teaching.
- Encourages the use of classroom assessment planned as part of the lesson.

Formative assessment can be seen in:

- Questioning
- Feedback, marking and next steps
- Peer and self-assessment
- Talk partners
- Observations
- Discussions
- Whole class response i.e. individual whiteboards, number fans etc.

The results of assessment for learning are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key skills and concepts. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment of learning (summative assessment)

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

Teacher Assessments

At Dallow, we judge attainment based on whether children are beginning, working towards, meeting or exceeding national expectations for their particular stage in learning. Children working below the curriculum for their chronological age are given attainment judgements based on their progression through the curriculum they are currently working at.

Assessment judgements are recorded and backed by a body of evidence. Such evidence may include:

- On-going observations
- Work in books
- Results of low stake quizzes (including weekly spelling and arithmetic) end of unit assessments
- Half termly checks for reading and Maths using Accelerated Reader (Star Reader), Times Tables Rockstars heatmaps and Sumdog Assessments.
- Focus Write assessments
- Termly testing using Rising Stars PIRA(reading)Rising Stars-GAPS (grammar, punctuation and spelling), White Rose Maths and White Rose science.
- Mock SATs in Year 6 and in Year 2
- Mock Phonics Screening and regular RWI assessments in KS1.
- Mock Multiplication Checks in Year 4

Assessment in the Early Years Foundation Stage

On entry to the school, pupils are assessed to provide a baseline for their knowledge and skills. Baseline assessments are within the first half term that the children have started at school. The results are used to inform planning, set targets and aid the early identification of special needs. Pupils are assessed regularly to ensure that the next steps in learning are appropriately planned in order to help them make progress. By the end of Summer Term, teachers will complete and Early Years Foundation Stage Profile, (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts , Designing and Making

In Foundation, children are assessed against the 17 Early learning Goals (ELG). For each ELG, practitioners must judge whether a child is meeting the national level of development expected at the end of Foundation Year (expected) or not yet reaching this level (emerging).

Management of Assessment

At Dallow, assessment is everyone's responsibility.

Senior Leaders

Senior Leaders are responsible for making staff aware of the expectations for assessment, monitoring the assessments that are made, facilitating the moderation of assessments and ensuring accuracy and consistency across the school. They ensure that they are aware of the

latest assessment guidelines and that all staff are trained accordingly. They hold regular review meetings with teachers to discuss assessment judgements, hold teachers to account and to provide support in identifying appropriate intervention.

Middle Leaders
Middle leaders are responsible for ensuring assessment is used effectively and results are recorded, tracked and monitored. They are also responsible for ensuring that assessments are used to both move learning on and to support specific pupils

Teachers
All teachers are responsible for creating opportunities to assess the pupils that they teach. They are required to use a range of formative and summative assessment and report these according to the data deadlines. Teachers are required to take part in regular moderation with colleagues, other schools and with the LA.

Use of Data

Data is collected for the 17 ELGs in Reception and in all subjects across Years 1-6. Assessment data is used an evidence towards performance management targets to ensure pupil progress is at the heart of whole school improvement.

Formal data collection takes place at the end of each term. Year Groups are expected to analyse their assessments and data to identify children who may need additional/alternative support every half term. Midpoint reviews are based on teacher's formative assessment only.

Termly review meetings are held with each Year Group and the Headteacher to discuss any children who are not on track to make expected progress, based on their current point of learning. SEND reviews are held with the SENDCO and are used to discuss the progress of all children who are on the SEND register, and those who have made little to no progress and may need to be monitored.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEND Code of Practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Standardisation / Moderation

Standardisation and moderation are used to ensure that attainment judgements used are accurate, reliable and consistent.

Standardisation

- Is using samples of children's work to reach a shared understanding of the characteristics of the elements of a stage
- In the standardisation process it is **the individual samples of work** that are the main focus

Moderation

- Involves checking the judgements awarded.
- Teachers are involved in the moderation process to ensure agreement in making judgements in the following ways:
    - With colleagues in school
    - With colleagues from other schools
    - By attending LA sessions to ensure our judgements are in line with national expectations
- In the Moderation process, it is the **learner** that is the main focus

At Dallow, teachers attend termly moderation and are involved in moderating children from across the school, not just their year group.

Reporting

Reports promote and provide:

- Good home / school relationships
- Information to parents
- An opportunity for discussion with parents
- In some cases, information for outside agencies
- Targets for the children

A written report for each child is sent to parents each term. The reports will include a judgement for their current attainment, current end of year predictions for reading, writing and maths, a judgement based on the child's behaviour for learning and targets. In the summer term, a general comment is also included. It will also include information about the child's attendance.

When children complete a national assessment, or finish a Key Stage, additional information, including the results from national assessments will also be provided.

Parents are invited to attend Parent Meet and Greet sessions at the start of the school year where information is shared. Teachers share details about the Year Group's curriculum, homework, trips and routines. Parents are also provided with advice on how they can support their child at home. Parents are invited to attend formal consultations (Parents' Evenings) at the end of the Autumn and Spring Term. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Year Group Leader at other times.