



**Assessment Policy**  
**Written Summer Term 2025**  
**Next Review due Summer Term 2026**

## **Introduction**

At Pilgrims' Way Primary School, we are committed to fostering an environment where every pupil can achieve their full potential. Our assessment policy aligns with the latest guidance from the Department for Education (DfE) and the Office for Standards in Education, Children's Services and Skills (Ofsted), ensuring a balanced and effective approach to evaluating pupil progress and informing instruction. Please also see the Veritas MAT assessment policy and the Pilgrims' Way Teaching and Learning policy and SEN policy.

**Aims of Assessment** - our assessment strategy aims to:

- Provide accurate and reliable data to inform teaching and learning.
- Identify individual pupil strengths and areas for development.
- Support effective communication with parents and carers regarding pupil progress.
- Fulfill statutory requirements as outlined by the DfE and Ofsted.

## **Assessment Principles**

- **Inclusivity:** Assessments are designed to be accessible to all pupils, including those with special educational needs and disabilities (SEND). Alternative assessments, such as the pre-key stage standards or the engagement model, are utilised as appropriate. [GOV.UK](https://www.gov.uk)
- **Consistency:** Teachers receive regular training to ensure assessments are conducted consistently and in line with national standards.
- **Transparency:** Assessment criteria and outcomes are communicated clearly to pupils and parents, fostering an environment of trust and collaboration.

## **Types of Assessment**

We implement a comprehensive assessment system comprising:

- **Formative Assessment:** Ongoing assessments conducted during lessons to monitor pupil understanding and inform immediate instructional adjustments.
- **Summative Assessment:** Evaluations at the end of a unit or term to measure pupil learning against national standards.
- **Diagnostic Assessment:** Tools used to identify specific learning needs or gaps in knowledge.
- **Statutory Assessments:** Assessments required by the DfE to benchmark pupils against national standards:

## **Statutory Assessments**

Assessments are conducted in accordance with the national standards and statutory requirements. The key assessments include:

### **1. Reception Baseline Assessment**

Administered within the first 6 weeks of Reception.  
Assesses early skills in literacy, communication, and mathematics.  
Data is used by the DfE to measure progress from Reception to KS2.

## 2. Early Years Foundation Stage (EYFS) Profile

**Purpose:** To assess the development and learning achievements of children at the end of the reception year.

**Implementation:** Between April and June, teachers will complete the EYFS Profile for each child, covering areas such as communication, physical development, and personal, social, and emotional development.

**Guidance:** Teachers will refer to the EYFS profile handbook and supporting exemplification materials to ensure accurate and consistent assessments. [GOV.UK](https://www.gov.uk)

## 3. Phonics Screening Check

**Purpose:** To assess the phonics decoding skills of pupils in Year 1.

**Implementation:** Administered in June, the check consists of a list of 40 words and non-words that the child reads aloud to the teacher.

**Follow-up:** Pupils who do not meet the expected standard in Year 1 will retake the check in Year 2. [GOV.UK](https://www.gov.uk)

## 4. Multiplication Tables Check: Administered in June of Year 4 to assess pupils' fluency in multiplication tables. [GOV.UK](https://www.gov.uk)

## 5. Key Stage 2 (KS2) National Curriculum Tests (SATs)

**Purpose:** To assess pupils' knowledge and understanding in English and Mathematics at the end of Year 6.

**Implementation:** Tests are administered in May and cover:

- i. Reading
- ii. Grammar, Punctuation, and Spelling
- iii. Mathematics

**Teacher Assessment:** Writing and Science are assessed by teachers based on classroom performance throughout the year. [GOV.UK](https://www.gov.uk)

## Non-Statutory Assessments

In addition to statutory assessments, the school conducts:

- Assessments in reading, writing, mathematics and foundation subjects take place every half term (6 times a year).
- Diagnostic assessments to identify gaps and inform interventions (e.g. standardised reading tests).
- Regular phonics assessments in EYFS and KS1 (and KS2 as needed) to monitor progress.

## Tracking and Monitoring Progress

- **Assessment Systems:** The school uses a robust tracking system to record and analyse pupil progress and attainment.
- **Data Reviews:** Pupil progress meetings are three times a year (Term 1, 3, 5) to discuss attainment, progress, and provision.
- **Target Setting:** Individual and cohort targets are set and reviewed regularly.

## Feedback and Reporting

- Pupils receive regular, actionable feedback to help them understand their strengths and next steps. This can be through written and/or verbal communication.

- Parents are informed of their child's progress through either learning review meetings (twice a year) or written progress reports three times a year (end of Term 2, 4, 6)
- Statutory assessment results are shared with parents and relevant stakeholders.
- Please also see the Teaching and Learning policy for information regarding pupil feedback

#### **Local Academy Committee**

- Assessment data is shared with the LAC three times a year their role is to make sure that the data is being collected effectively and its purpose
- The LAC will review the data and use it to question your school leaders and hold them to account.

#### **Use of Assessment Data**

- To identify and address underachievement through targeted provision.
- To inform curriculum planning and teaching strategies.
- To ensure accountability and support school improvement.
- To identify effective strategies and share best practice
- To report on school performance to governors, Ofsted, and the DfE.

#### **Inclusion**

- Assessment practices are inclusive and consider the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), Bilingual and Multilingual learners (BML) and disadvantaged pupils.
- Adjustments are made to ensure all pupils can participate in statutory assessments fairly.

#### **Continuous Improvement - we commit to**

- Regularly reviewing and refining our assessment practices to enhance their effectiveness.
- Engaging in professional development to stay abreast of the latest assessment methodologies and regulatory requirements.
- Implementing assessment systems that are proportionate and avoid unnecessary workload for staff.
- Using assessment outcomes to inform school self-evaluation and improvement planning.

#### **Monitoring and Review of the Policy**

- This policy is reviewed annually to ensure it reflects current statutory requirements and best practice.
- The Senior Leadership Team (SLT) is responsible for monitoring the policy's implementation and effectiveness.
- Feedback from staff, pupils, and parents is considered during the review process