

# Assessment policy



Cranbrook  
Primary School

## **Contents**

1. Aims .....	3
2. Legislation and guidance .....	3
3. Principles of assessment .....	3
4. Assessment approaches .....	3
4.1 In-school formative assessment .....	4
5. Collecting and using data .....	5
6. Artificial intelligence (AI) .....	5
7. Reporting to parents/carers .....	6
8. Inclusion .....	6
9. Training .....	6
10. Roles and responsibilities .....	6
11. Monitoring .....	7
12. Links with other policies .....	7

---

## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2025 assessment and reporting arrangements \(phonics screening check\)](#)
- [2025 key stage 2 assessment and reporting arrangements](#)

## 3. Principles of assessment

As a school, we want to ensure that assessment follows the following principles:

- Valid – The work produced is relevant to what is being assessed and meets all assessment criteria.
- Authentic – The work has been produced solely by the pupil.
- Reliable – The work produced is consistent over a period of time, it is representative of what a child can achieve consistently and could be replicated if an assessment were repeated.
- Current – The work assessed is up to date.
- Sufficient – There is enough evidence to provide a reliable and consistent judgement about a pupil's achievement.
- Comparable – The evidence is of a similar standard to that of other pupils working at the same standard.

Assessment is an integral part of daily teaching and learning and serves many purposes:

- Formative: providing information for the teacher to plan the next steps in the pupils' learning
- Diagnostic: providing more detailed information about individual pupils' strengths and weaknesses; enabling teachers to identify gaps in learning
- Summative: providing a snapshot of each pupil's achievement – outcomes reported to parents
- Evaluative: allowing the school and individual teachers to evaluate how effective their teaching is and make appropriate adaptations where necessary
- Informative: providing pupils with that which will enable them to develop their learning

## 4. Assessment approaches

At Cranbrook Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

## 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Cranbrook Primary School, we use a live marking approach where possible, ensuring pupils receive feedback in a timely manner that they can immediately act upon and implement change for improvement. This feedback may be either oral or written but should be given immediately where possible to maximize pupil progress.

Formative assessment takes place on a daily basis, and is recorded for our core subjects on Sonar Tracker. Teachers assess pupils daily against curriculum statements which have been carefully selected to match the aims of our school curriculum and those of the national curriculum. These assessments are carefully moderated and checked across the year group during teacher PPA sessions to ensure consistency in expectations. Teachers record against the statements as follows:

	Greater Depth
	Achieved
	Working Towards
	Taught
	Not taught or pupil was absent

## 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period, and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

At Cranbrook Primary, Summative assessment takes the following forms:

- Reception and Y1 complete phonics assessments at the end of Level 2, 3, 4, 5 and 6.
- Year 2- 5 use Collins reading assessments at the end of each term to evaluate children's progress in comprehension.
- Years 2-6 carry out termly Collins fluency assessments.

- Years 1-6 use end of unit assessments for White Rose Maths.
- Years 1-5 use termly White Rose Maths papers.
- Year 6 carry out practice SATs papers throughout the year.

We use Sonar Tracker to record teacher assessments, which are then analysed by our assessment lead to identify patterns and trends. We then hold pupil progress meeting with each class teacher to identify children who are not making the required progress and formulate action plans to best support them. Teachers record children's attainment against age related expectations as follows:

***Below; Just At; Securely At; Above***

If a child is working below the current year group expectations, they will be assessed at the appropriate year group standard.

### **4.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents/carers to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

## **5. Collecting and using data**

We will collect data on pupil assessments daily for formative processes – to inform teaching and move children's learning onwards. This will include observations, marking and feedback of written work as well as observation and oral feedback on practical elements of learning such as experiments, sculpture, artwork and PE. In EYFS, the collection of data will focus on observations of children's play and interactions, as well as physical evidence of written/drawn work. This data is used by class teachers to inform future plans and support pupils where progress has not been as rapid as expected.

The formative data collected in the core subjects is stored on Sonar Tracker and is used to inform summative termly assessments. The summative data is then used to inform Phase Leaders of emerging patterns and trends in attainment and progress in their phase groups. Phase leaders then use this data alongside class teachers to identify intervention groups and plan according to attainment gaps.

The assessment lead will collate all summative assessment data on a whole school level, to share with SLT for strategic planning. This information will also be shared with the governing board of the school as a tool for tracking school performance. We also provide contextual data such as gender, SEND needs and EAL needs to highlight the impact of these groups on performance data.

## **6. Artificial intelligence (AI)**

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Cranbrook Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- To write their homework, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

## 7. Reporting to parents/carers

Each year, parents will have opportunities to speak 1:1 with the class teacher regarding their child's academic progress. There are two parent's evenings, one in Autumn Term and one in Spring Term at which parents can have a face to face meeting with the class teacher to discuss their child's progress and identify the next steps for progression. Additionally, parents will each receive a written report based on their child's individual assessment data. This will encompass their progress in all subject areas, as well as their personal and social development and their wellbeing. In year 1, pupils will also receive their phonics screening check results. IN year 4 pupils will receive their MTC results. For those pupils in in year 6, the reports will also include their end of key stage outcomes.

## 8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## 9. Training

As part of our ongoing commitment to professional development for our staff, we have subscribed to a support package for our tracker software – Sonar Tracker. This enables all staff to access free online training for a range of different features. Additionally, our assessment coordinator will continue to hold open house sessions weekly to support staff with any and all ongoing concerns around the use of Sonar Tracker and assessment procedures in general.

## 10. Roles and responsibilities

### 10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### 10.2 Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects

- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

### 10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

### 10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

## 11. Monitoring

This policy will be reviewed annually by Cassim Bana (Head Teacher). At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The assessment lead is responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Learning walks
- Learning conversations
- Weekly Sonar Tracker monitoring
- Moderation sessions during PPA

## 12. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Feedback policy
- SEND Policy
- EYFS Policy