



Matthew 7:12 'Do to others whatever you would like them to do to you'

Barton Church of England (Voluntary Aided) Primary School

ASSESSMENT POLICY

If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly. (Ausubel, 1968, p. vi)

Introduction

The purpose of assessment in primary schools is to provide information on the performance of a child at a point in time or over the school year. The results are used to plan on-going learning and whole school evaluation. Progress at Barton Church of England (Voluntary Aided) Primary School is assessed predominantly by means of diagnostic, formative and summative activities and key findings are summarised on Sonar. Our distance marking folders summarise our day to day observations and inform our planning.

AIMS: The purpose of assessment in our school is to provide information:

- For children to demonstrate what they know, understand and can do in their work and what they need to do to improve
- To allow teachers to plan work that accurately reflects the needs of each child
- To track the attainment and progress of individual pupils, groups and cohorts of pupils in order to inform future planning
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress
- To provide the Headteacher and SLT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to use this information to inform school improvement planning
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide governors with information on the school's performance to aid their monitoring procedures

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- To provide regular information for parents to enable them to support their child's learning

Roles and Responsibilities

Headteacher and SLT

- To maintain an overview of assessment in the school
- To monitor and develop consistency across the school
- To collate and analyse assessment data using Sonar
- To use Sonar information to support school improvement and raise standards
- To ensure that statutory requirements are met
- To review and update the policy
- To keep up to date and inform staff on latest information and requirements
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis

Subject Leaders

- To monitor plans
- To ensure that regular assessment as per the agreed format is taking place appropriately
- To advise colleagues on assessment and recording in their subject
- To use assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area

Class Teachers

- To identify learning objectives to be assessed on medium term plans
- To set individual targets
- To carry out ongoing formative assessment in accordance with this policy
- To carry out summative assessments on a half-termly basis in accordance with this policy and input this onto Sonar
- To carry out a termly review on the assessment information for their class using Sonar
- To prepare and write reports for parents, colleagues and other agencies
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure suitable assessment summaries are kept, including distance marking information
- To ensure that the specific assessments requested by the Special Educational Needs and Disability (SEND) Coordinator are carried out for pupils with SEND and that SEND support plans are maintained and regularly reviewed in accordance with the school's SEND Policy

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Our Assessment System: The Process

At Barton Church of England (VA) Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. See also our Marking and Feedback Policy.



The National Curriculum has set out clear expectations for what children should achieve by the end of each key stage for all subjects and has provided guidance as to when in each phase this content should be covered. The programme of study end of year outcomes have been adapted to help support teachers in making their step judgements over each academic year.

Diagnostic Assessment

Pre-teaching tests to gauge the level of current knowledge before a unit begins are used to establish a baseline.

Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

- Informing pupils of the learning objectives each lesson, providing regular opportunities to review
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – either focused or interactive.
- Involving the children in peer and self-assessment by setting pupil targets which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Feeding back to pupils on an ongoing basis both verbally and in writing, matched to the age and the individual needs of the pupil
- Sampling pupils' work
- Using assessments and feedback from marking to inform the next stages of learning and planning



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Summative Assessments

Assessments of pupils are carried out on a termly and end of unit basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- The Foundation Stage Profile is used to assess pupils in Reception
- In KS2, National assessments are carried out in reading, SPAG (spelling and grammar) and maths. A range of assessment methods are used as specified by the maths and literacy subject leaders
- Writing is assessed by teachers, moderated internally and externally through CB23 and by county moderators.
- Class teachers ensure that assessment information is recorded on Sonar each term.
- Class teachers report on the assessment information for their class focusing on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support.

Data Analysis

The assessment data on Sonar is used to carry out an analysis of progress and attainment each term for each child. This information is used as the basis for:

- Pupil Progress meeting discussions
- School Self Evaluation
- Termly headteacher report to Governors
- Data reports to Full Governing Body
- Yearly Operational Plan

Pupil Progress Meetings

These are held on a termly basis and are attended by the class teacher(s) and senior leaders. The focus of the pupil progress meetings is:

- to discuss attainment and progress generally within the class using the termly data to provide context and any additional information gained from the data analysis by the Headteacher
- to set targets for any pupils that require additional support and devise plans for how these targets will be achieved
- to complete and up-date Interventions records

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End of Year Assessments

A summative assessment is made at the end of each year in Reading, Writing, Maths, Science and RWE. Assessment data is reported annually to the Local Authority/DFE at the end of:

- Reception
- Year 1 (Phonics Screening Test)
- Year 4 multiplication test
- Year 6

Sonar

At Barton Church of England (VA) Primary, we aim for our pupils to reach a secure level by the end of each academic year across all subjects. We will record outcomes using the Sonar system.

Eac term, after we have completed summative assessments in reading, writing, maths and SpaG, we record current levels of attainment in Sonar Summative Assessment as shown below:

Reading	Writing	Mathematics	
B	B	B	Below
At	At	JA	Just At
JA	JA	JA	Securely At
			Above

Codes explaining what each letter in the summary report denote is shown in the box above. Each half term, the code is selected that reflects the pupil’s attainment against what has been taught at this point in the year. Summer 2 will show a final assessment of attainment over the course of the whole taught curriculum for that academic year.



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National Curriculum end of year expectations

At the end of each year parents will receive a written report which will highlight the level of attainment against the expectations for the year group for reading, writing, maths and RWE, using the terminology, 'working towards' 'beginning', 'expected' and 'greater depth'. Progress and effort are also indicated in a similar way.

Reading									
Attainment				Progress			Effort		
Working towards	Beginning	Expected	Greater Depth	Less than expected	Expected	More than expected	More effort needed	Mostly tries hard	Always tries hard
		✓			✓				✓

Pupils working below band 1 and pupils with SEN

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.

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.

Year 1 pupils who are working below the beginning of the Year 1 expectations could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps where appropriate.

For pupils with SEN, assessments can be made using bands from other year groups as their teaching and learning objectives may be taken from this element of the National Curriculum. Alternatively those working below the standardised level, they can be assessed using the Engagement Model.

Class teachers and the Special Educational Needs Co-ordinator will liaise with parents directly where this is relevant.

Pupils working above expected standards

Some pupils will be working above expected standards and the secure 'above' band in each year group is considered as "mastery" level. More challenging work with greater depth and more complicated contexts will be given to these pupils.

Standardisation/Moderation

Moderation is an essential part of the assessment system. Teachers are involved in moderation to ensure agreement of the criteria, standards and consistency.

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This is done with:

- all teachers in the school, particularly where there are 2 year groups across 2 classes
- members of the School Leadership e.g. through pupil progress meetings
- agreed school marking and feedback policy
- work/book scrutiny
- collaboration with the CB23 network and other schools and colleagues
- Local Education Authority advisors and courses attended
- exemplification materials

Monitoring and Evaluation

The headteacher will ensure that this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Headteacher, SLT and Literacy and maths subject leads will carry out monitoring on a termly basis and assessment moderations, book and planning scrutinies as part of this process. Foundation subject leaders will look at assessment practises within their subject as part of their annual monitoring.

Other curriculum subjects

Other subjects are assessed before and after each unit of work. In the case of science, there are additional assessments, for example, working scientifically, as summarised in the appendix below.

Reporting to Parents

Feedback for parents happens twice a year through face-to-face parent consultations during which progress and attainment is discussed and targets set. Targets are then delivered to parents electronically. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. There is a standard format used across the school for all reports. Parents are invited to respond and comment upon their child's report. In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

Conclusion

Our aim at Barton Church of England (VA) Primary School is that all pupils will be confident learners, who take pride and enjoyment in achieving their best and understand what they need to do to

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 continuously improve their learning. We want them to believe the best for themselves, nurture the learning they have, grow in every aspect of their learning and flourish in their lives as individuals.

Subject	Pre-Assessment	On-going assessment	End of unit assessment
English writing	Autumn 1 Week 1: Discreet tasks/lessons to assess: <ul style="list-style-type: none"> ● Non-negotiables ● Handwriting ● GPS content from previous year ● GPS content to be taught in coming term Include an opportunity for extended writing ('cold task'). Based on a book/interesting hook - engaging! Use to inform/adjust upcoming lessons/planning.	Distance Marking as per policy. Amend plans according to daily assessment Interventions to be organised in response to marking.	End of term assessment - Phase 4 independent extended writing task to assess taught content from this term.
Cross curricular writing	N/A	Assess writing content as per English writing. Assess curriculum content as per subject guidance. 1 piece of work per unit to be cross-curricular extended writing.	N/A
English reading	Read 1-1 with each child to determine reading levels EYFS and Year 1 Little Wandle guided reading sessions. Half termly assessments to determine groupings and book levels that match phonetically.	Guided Reading Folder: see proforma created by MB - RAG, comments for individual and group, record of text and VIPERS focus. 3 LW reading practice sessions a week. Daily recording grid per child. EYFS - following LW reading practice template. Y1 - matched to NC LOs for each lesson.	NFER termly Benchmarking as necessary Half Term End of Unit assessments on LW assessment tracker website. (Pupil trends and book levels available on LW assessment tracker website.)
Phonics	Placement assessment taken in September. End of Half term assessments to feed into the following half term.	Daily sessions - observations for individuals in groups. Are they recognising GPCs and tricky words?	Half Term End of Unit assessments on LW assessment tracker website. Those who are scoring >80% are placed into appropriate 3 week interventions and are then reassessed.
Spelling	Termly pre-assessment of words to be taught that term: EYFS: Little Wandle, HFW KS1/2: CEW, tricky, HFW and statutory words - select a couple of words from each pattern and make a list of 50 for ease of calculation	Spelling test weekly - record Identify year appropriate misspellings and create personalised lists where necessary Year 2 onwards to mark off the words from the statutory spellings that they have used (in back of book on word mat)	End of term assessment (same as pre-assessment) after words have been taught.

Maths	N/A	Distance Marking as per policy. Amend plans according to daily assessment Interventions to be organised in response to marking.	White Rose End of Block Assessments after each block End of term assessments (White Rose)
Science Content	Formally assess main content and objectives to be taught prior to the teaching of the unit - approx. 30 minutes KS2, 15 mins KS1/EYFS	Unit Objective Attainment Record: To be filled in after each session, against objectives Distance marking for each lesson - RAG rating only	Formally assess main content and objectives that have been taught - approx. 30 minutes KS2, 15 mins KS1/EYFS. Record attainment on UOAR.
Science Working Scientifically	N/A Identify Working Scientifically opportunities in your MTP	Working Scientifically Assessment Record spreadsheet to be completed as appropriate throughout the unit - pupils organised in cohort groups 1 x independent WS assessment linked to the current unit to be carried out each term = 3 assessments per year and 6 over the 2 year period.	N/A
RE	Pre-assess content by means of focussing on key vocabulary: see examples (approx. 15 mins) Link to unit question End of year assessment opportunities for AT1 and 2 identified by HP - be aware for MTP and STP	Unit Objective Attainment Record: to be filled in after each session, against objectives as per other subjects	Formally assess main content and objectives that have been taught - approx. 30 minutes Link to unit question Quick quizzes or hexagons Record attainment on UOAR. Formal class summary completed for end of year assessment AT1 and AT2
Geography	Pre-assess content by means of focussing on key vocabulary - Formally in books or via class discussion. Link to unit question. Record on working wall and make note of any key issues/misconceptions on Unit Objective Attainment Record.	Unit Objective Attainment Record: to be filled in after each session, against objectives/LO. Distance marking for each lesson - RAG rating only	Revisit unit question - Task linked to this to answer the question. <i>e.g.</i> does deforestation matter? Other examples could be use of hexagons, formal assessment/quizzes, appropriate to class, assessing taught objectives. Record attainment on UOAR.
History	Pre-assess content by means of focussing on key vocabulary - Formally in books or via class discussion. Link to unit question. Record on working wall and make note of any key issues/misconceptions on Unit Objective Attainment Record.	Unit Objective Attainment Record: to be filled in after each session, against objectives/LO. Distance marking for each lesson - RAG rating only	Revisit unit question - Task linked to this to answer the question. <i>e.g.</i> does deforestation matter? Other examples could be use of hexagons, formal assessment/quizzes, appropriate to class, assessing taught objectives. Record attainment on UOAR.

DT	NA	Unit Objective Attainment Record: to be filled in after each session, against objectives Distance marking for each lesson - RAG rating only in DT books.	Key Stage Assessment document to be filled in at the end of unit. Use to monitor coverage as well.
Art	NA	Unit Objective Attainment Record: to be filled in after each session, against objectives No marking in sketchbooks - these are for children to develop skills and creativity, and explore.	Key Stage Assessment document to be filled in at the end of unit. Use to monitor coverage as well.
PSHE	NA	Unit Objective Attainment Record: to be filled in after each session, against objectives/LO.	N/A
Music		Unit Objective Attainment Record: to be filled in after each session, against objectives/LO.	Record final attainment on UOAR
PE		Unit Objective Attainment Record: to be filled in after each session, against objectives	
Computing		Unit Objective Attainment Record: to be filled in after each session, against objectives/LO	Record final attainment on UOAR
Spanish	NA	Carried out by CVC teachers and short end of year report written. Short summative assessments are carried out in the Spring and Summer Term in class time to track pupils' progress on phonics, vocabulary and grammar. - to practise aural comprehension of vocabulary taught - to practise oral production of phonics taught - to practise written recall of previously taught grammar - to practise written production of previously taught vocabulary Formative assessment takes place in class with low stakes quizzes, questioning and book checking.	