Assessment Policy

Reviewed by LGB Board: Autumn 2026

Review Period: 2 Years

Next Review Due: Autumn 2028

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Intent

'Children First, Always'

At Parley First School we believe that education should take place in a happy, safe and fully inclusive environment with equal opportunities for all and that all children should learn to value personal, religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

Assessment at Parley First School is used in order to best support our young people on their learning journey.

Aims and Objectives

At our school we make assessments in order to:

✓ help all children to make progress,
✓ monitor progress and support learning,
✓ recognise the achievements of pupils,
✓ identify and inform planning for next steps in learning,
✓ inform parents of their children's progress,
✓ promote continuity and progression between year groups, key stages and schools,
✓ assist in the evaluation of the success of the curriculum delivery,
✓ inform future planning, teaching and curriculum development
✓ ensure a consistent approach to judging children's attainment,
✓ encourage teacher reflection on teaching and learning styles used,
✓ support the professional development of teachers,
✓ provide information to external auditors.
✓ comply with statutory requirements

Assessment and Feedback

Effective assessment encompasses a variety of methods to capture, measure and evaluate each learner's progress, skills acquisition and knowledge. The assessment cycle supports teachers to identify how they can challenge and move all children forward in all areas of learning. It informs children about how they are succeeding and where they can improve.

In order to provide pupils with effective feedback, which supports improvement and progress, teachers need to provide formative feedback and facilitate pupils' understanding and development towards intended outcomes.

This can be achieved by having lesson objectives that:

✓ Are shared and understood by all pupils
✓ Are referred back to and reinforced as the lesson progresses
✓ Are measured in terms of the degree that they are met, with teaching which is adapted accordingly This can be achieved by providing feedback that:
✓ Is regular, positive and acknowledges the learning achieved
✓ Provides next steps to improve learning
✓ Is individualised to meet pupils' needs
✓ Allows children to reflect upon their learning and strategies applied
✓ Allows peer and self-assessment so pupils can measure their own, and other's progress against lesson objectives and set targets for improvement

Assessment Tools

- Reception Baseline Assessments
  The RBA became statutory in schools in September 2021. It is an activity-based assessment of pupils' starting points in:
  -language, communication and literacy
  -mathematics
- Early Years Profile
- Language Link
- Phonics Screening including mock papers Year 1. Resists Year 2.
  The phonics screening check is a check of your child's phonics knowledge. It helps your school confrm whether your child is making the progress expected inthe national curriculum.
- Read, Write Inc assessments – half termly
  Read Write Inc. Phonics gives children a flying start in learning to read and write regardless of background or need.
- Times Tables Rockstars Year 2+
  Times Tables Rock Stars is a maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division.
- Multiplication Checks Year 4
  The multiplication tables check (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.
- NFER Assessments Years 1, 3 and 4
  Informed by over 75 years of assessment research, NFER's range of trusted, standardised, curriculum-aligned paper assessments help confidently track pupil progress and attainment across key stage 1 and 2 and provide valuable data to support teacher judgements and pupil outcomes.
- Optional SATS Year 2

Assessment Analysis and Recording

- Insight
- Provision Maps
- Compare and Agree Events
- No More Marking – Comparative judgement

Reporting to Parents

- Annual reports
- Parent Consultations
- Comment slips on reports

The Learning Jouney

Before starting their learning journey at Parley, Reception teachers will gather a summary of each child. Before moving to their next school, all assessment data is shared and transferred with the following school/provision.

Monitoring Arrangements
The Headteacher, SLT, Subject Leaders and Governors are responsible for the review of this policy.

Types of monitoring and review may include, where appropriate:

- Lesson observations
- Learning walks
- Book scrutiny and moderation
- Talking to teachers and children.
- Work scrutiny and pupil interviews.
- Monitoring and reviewing attainment and progress
- Trust monitoring and review
- External challenge partner visits

This policy is to be read alongside the following policies/documents:

- SEND Policy
- Teaching and Learning Policy
- Relational Policy
- National Curriculum 2014
- Development Matters Framework
- EYFS Statutory Profile
- Teacher Standards