

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School Assessment Policy

Every Child is a Unique Child of God

At Whinmoor St Paul's Church of England Voluntary Aided Primary School we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to, 'Let their Light Shine.' We have a loving, caring community underpinned by our Christian ethos in which everyone, regardless of our differences, feels valued, nurtured, secure and happy.

Agreed: October 2025

Review Date: October 2026

Signed: Chair of Governors: Mrs R Davies

Date: 16th October 2025

Let Your Light Shine!

Our Vision

Our vision is to ensure that every person is nurtured, valued, happy and empowered to reach their full potential. Our vision It is about everyone having their own unique light to shine and how we can try our best to share that light with the world.

Our vision is underpinned by **Matthew 5:14-16**

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your Light Shine before others, that they may see your good deeds and glorify your father in heaven.

Our values enabled our vision to be lived out in school and permeate every area of school life.

Christian Ethos:

At Whinmoor St Paul's Church of England Voluntary Aided Primary School we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to, 'Let their Light Shine.' We have a loving, caring community underpinned by our Christian ethos in which everyone, regardless of our differences, feels valued, nurtured, secure and happy.

Our Aims are to...

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
- Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
- To build strong relationships with the local community, our city and the wider world
- And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society.

We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

The DfE state that effective assessment systems:

- Give reliable information to parents about how their child, and their child's school, is performing
- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.
- Help drive improvement for pupils and teachers
- Are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- Make sure the school is keeping up with external best practice and innovation
- Are created in consultation with those delivering best practice locally.
- Are created in consideration of, and are benchmarked against, international best practice.

RATIONALE

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.



PURPOSES OF ASSESSMENT

The purpose of assessment is to provide information:

- For children to demonstrate what they know, understand and can do in their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus 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 deputy with information which allows them to monitor and make judgements about the effectiveness of the school, identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- 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.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

RESPONSIBILITIES

Headteacher & Deputy Head Teacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Target Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To ensure pupil progress meetings are relevant, timely and purposeful.
- To inform Governors about the school's performance on at least a termly basis.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.

Phase Leaders

- To lead pupil progress meetings
- To utilise assessment information to inform them of the effectiveness of practice within their phase and to use this information to raise standards.

Subject Leaders and Teams

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise 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 use assessment information to inform and shape future lessons based on what children have already achieved
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments summaries on a half termly basis in accordance with this policy.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs Coordinator (SENDCo) are carried out for pupils with SEND needs and that Individual Education Plans (I.E.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N.D Policy.

FORMATIVE ASSESSMENT

Ongoing 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 in each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Observations either focused or interactive.
- Providing regular opportunities to review and check learning against the success criteria throughout the lesson
- Involving the children in peer and self-assessment by setting pupil targets and success criteria 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 (see Marking & Feedback Policy).
- Focussed marking using learning objectives and success criteria
- Carrying out diagnostic assessments and using analysis of tests to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

Summative assessments

Assessments of pupils' levels are carried out on a termly 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.

As with all assessments, the purpose of these tests and tasks is to find out how we can help the children to **improve** rather than solely **proving** what they can do.

EYFS	The Foundation Stage Profile is utilised to assess pupils in Reception, this includes a Baseline assessment taking place within the first three weeks of a child joining school. Teachers complete a statutory assessment of a child's development against 17 Early Learning Goals (ELGs) across seven learning areas, based on ongoing observations and professional judgment.
Reading	Termly reading comprehension assessments are used from Year 1 to 6. These give an indicator of pupil reading fluency on age-appropriate texts and how well the children can apply their reading comprehension skills. They also identify which of the strands of reading where they need more direct teaching and practise. Years 1 – 5 used published assessments. Year 6 use SATS past papers.
Writing	Writing is assessed against National Curriculum standards at the end of each Key Stage. Each child has a writing portfolio containing one piece of published work from each half term and a year group writing assessment record sheet. The record sheet is completed each half term, creating a running record of what children can do and highlights what groups and individuals need to work on. Teacher judgements are moderated internally and externally and are also backed up by spelling tests.
Maths	We use the White Rose end of unit assessments to find out what they can do in each area of maths taught. At the end of each term, we use the White Rose termly assessments as a way of knowing what the children have retained 'at a distance' from direct teaching. Year 6 also use previous SATS papers as a way of identifying gaps in learning in preparation for assessments at the end of KS2.

- Class teachers ensure that assessment information in English and Maths is recorded on SONAR assessment tracker termly.
- In Science and non-core subjects, children are assessed against age related, appropriate National Curriculum objectives. These judgements are recorded on SONAR assessment tracker twice per year (February and July).

DATA ANALYSIS

This information is utilised to inform the following:

- Pupil Progress meeting discussions,
- School Self Evaluation,

- Headteacher report to Governors
- Subject Leader reports to Governors
- School Improvement Plan

Target Setting Meetings

These form part of the Pupil Progress meetings.

The focus of the target setting meetings is:

- To discuss attainment and progress generally within the class and at individual level
- Set targets for any pupils that require additional support in order to make good progress in relation to their starting point.

Assessment Moderation

- Assessment moderation is carried out by the Leadership team, phase leaders and subject leaders with subject leaders of other schools in the cluster in order to ensure consistency against the standards materials.
- Staff have regular meetings to moderate work against National Standards. Work is carefully examined against the online Standards Files.
- Moderation takes place within key stages, between key stages and with other schools.
- Staff involved in Foundation Stage Profile, or Key Stage 1 and 2 Standard Assessment Tasks and Tests, attend training which includes the moderation of children's work.

Monitoring and evaluation

- Leaders will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- English and mathematics leaders will carry out monitoring on a half termly and will carry out assessment moderation, book scrutiny and drop ins as part of this process.
- Science and non-core Leaders will look at assessment practices within their subject at least termly, as part of their monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. 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. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

Parents are given the opportunity to discuss their child's report with the class teacher. In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

SEND

Early identification of children with special educational needs is essential. The school's SEND Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (Between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the high school at the end of year 6
- When children move schools, information is sent through the CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement.

'We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils.

Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.'