

Assessment Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Philippa Liversidge

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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
- 2026 assessment and reporting arrangements (phonics screening check)
- 2026 key stage 2 assessment and reporting arrangements

3. Principles of assessment

The principles of assessment at Thomas Jolyffe Primary School are designed to ensure that evaluation processes support learning, measure progress, and guide teaching. Here are the key principles:

1. Purposeful and Relevant

- Assessments should have clear objectives, aligned with the curriculum and learning goals.
- They should provide information that is meaningful to children, teachers, and parents.

2. Fair and Inclusive

- Assessments must be accessible to all children, considering diverse needs and learning styles.
- They should avoid cultural, gender, or language biases.

3. Continuous and Ongoing

- Assessment is not a one-time event but a continuous process to monitor progress and identify areas for improvement.
- It should include formative (ongoing, to inform teaching) and summative (final, to evaluate learning) assessments that are appropriate for all children, including those working below their current year group's curriculum and those who access learning through a personalised curriculum.

4. Developmentally Appropriate

- Assessments should match the age, maturity and cognitive level of primary school children.
- Tasks should be achievable but challenging, encouraging growth without causing undue stress.

5. Holistic

- Assessments should evaluate a broad range of skills, including cognitive, social, emotional, and physical development.
- This ensures a more comprehensive understanding of the child's abilities.

6. Transparent

- Children and parents should understand what is being assessed, why, and how the results will be used.

- Clear criteria and feedback mechanisms are essential.

7. Student-Centered

- Assessments should engage children and empower them to take ownership of their learning.
- Self-assessment and peer-assessment can be included to build reflective practices.

8. Diagnostic

- They should identify strengths, weaknesses, and learning gaps to inform instruction and interventions.
- Results should guide personalised teaching strategies.

9. Evidence-Based

- Assessments should be grounded in reliable data, collected systematically through observation, tests, projects or other activities.

10. Feedback-Oriented

- Feedback should be constructive, timely and specific, helping children understand their progress and how to improve.

11. Balanced

- A mix of assessment types (e.g., written, oral, practical) should be used to capture different dimensions of learning.
- Both process (effort, participation) and product (outcomes, results) are important when we assess children.

12. Ethical

- Assessment should respect the dignity, rights and confidentiality of each child.
- It must be used to support, not penalise, learners.

By adhering to these principles, assessments at Thomas Jolyffe Primary School effectively promote learning, support teaching, and help children achieve their full potential.

4. Assessment approaches

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

We use 3 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
- **Children** 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

We use regular marking and feedback, retrieval practice at the start of each lesson and throughout the lesson, including the definition of key vocabulary, questioning, regular short recap quizzes, self and peer-assessment and/or observations.

- Formative assessment is used to assess knowledge, skills and understanding and to recognise the effort that the child has put into their learning

- Formative assessment is used to identify gaps and misconceptions through next steps in marking and feedback so pupils are constantly developing their learning
- Pupils can self-assess and share with their teacher so the appropriate support can be put into place

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
- **Children** 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

We use summative assessment termly through NTS and White Rose tests which show how pupils are developing their learning against an average in Reading, Grammar and Maths. These take place in the Autumn, Spring and Summer terms of Year 1-5. Year 6 use past SATs tests as their summative assessment and these are tracked each fortnight to identify areas for development in teaching and learning.

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

At Thomas Jolyffe Primary School, we use a tracking tool called 'Insight' to record all pupils' assessment data.

Assessment data is captured each half term and pupil progress meetings held each half term to review pupil progress. This is shared with the Deputy Head (Curriculum lead), English and Maths leads, SENDCo and the Headteacher. Assessment is reviewed as part of our ongoing monitoring to ensure that staff workload is manageable and that assessment is only carried out in a way that demonstrates positive impact on the pupils' learning and development.

6. Reporting to parents/carers

Our assessment data will be reported to parents/carers through annual reports, parents' evenings/open afternoons 3 times a year, in October, February and July and sometimes in between when meeting parents to discuss IEPS or any barriers to learning that need addressing to support the child.

Annual reports to parents/carers must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
 - At the end of KS2:
 - Outcomes of statutory National Curriculum teacher assessments in English writing and science
 - The results of any National Curriculum tests taken (Reading, Maths and SPaG), including the pupil's scaled score, and whether or not they met the 'expected standard'
 - Where appropriate, a statement explaining why any National Curriculum test has not been taken
 - Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

7. 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 children working below the national expected level of attainment, our assessment arrangements will consider progress relative to children's starting points, and take this into account alongside the nature of children's learning difficulties. We measure progress at regular intervals using alternative trackers to ensure that the children are demonstrating their steps of progress and impact made by using the interventions they have received.

8. Training

At Thomas Jolyffe Primary School, we take part in moderation sessions with local schools in Reading, Writing and Maths. We also use standardisation sessions where we share pupils' work to agree our teacher judgements about how well the pupils have met the learning objectives.

Support is put in place for new teachers, new teachers to EYFS and Year 6 and ECTs so that they have a clear understanding of the assessment process and systems in place, through local authority training. All new teachers are shown how to use Insight, our tracking and reporting tool for assessment. All teachers know to assess routinely during each lesson but to formally record assessment judgements half termly using Insight.

9. Roles and responsibilities

9.1 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

9.2 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

9.3 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

10. Monitoring

This policy will be reviewed annually by the Quality of Education Committee. At every review, the policy will be shared with the governing board.

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

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

Marking and feedback, moderation, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Marking and Feedback policy
- Early Years Foundation Stage policy