



St Leonard's C of E (A) Primary School

Assessment Policy

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Reviewed by: Laura Cooke

Headteacher: Kirsty Cullen

Governor: Jo Scott/Debra Dyson

St Leonard's C of E(A) Primary School

Assessment Policy

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in St Leonard's C of E (A) Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- help class teachers and school leaders to track progress
- enable parents to be involved in their child's progress

Roles & Responsibilities

Teachers and teaching assistants are responsible for:

- carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue about their learning progress.
- reporting the outcomes of summative assessments to the Headteacher. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's annual report.

Subject coordinators are responsible for:

- ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject

- ensuring that assessments of individual pupils are being carried out, recorded and shared with the relevant people, including parents when appropriate
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum.
- analysing pupil progress and attainment, including individual pupils and specific pupil groups
- identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment

The Headteacher is responsible for:

- the overall monitoring of standards in core and foundation subjects
- prioritising key actions to address underachievement of individuals and groups
- reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- holding teachers to account for the progress of individual pupils towards the end of year expectations at mid-year and end-of-year pupil progress meetings

Summative Assessment

Statutory Assessment:

Key Stage 2 SATs

Pupils are assessed at the end of Key Stage Two. This provides an end of key stage attainment result, against which to compare children's performance nationally. If a teacher feels that a child is working way below the standard of the tests and undergoing the assessments may cause them upset, children can be dis-applied. A discussion will always be held with parents so that a joint agreement can be made.

EYFS

Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Early Years Outcomes in the Early Years Foundation Stage. The children complete a baseline assessment at the start of Reception, so that subsequent progress in achievement can be compared with, and measured against, expected norms. It can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils. Pupils are then assessed throughout the year against the Early Learning Goals (using Development Matters) and final levels are awarded in the summer term.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/collections/reception-baseline>

Phonics Screening

Pupils' knowledge of phonics is assessed by the phonics screening check to say whether they meet the expected standard or not. Those who do not meet the standard take the screening check again in year 2.

<https://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance>

Multiplication Check

From 2020, a multiplication check for pupils in year 4 was introduced. This is a statutory assessment and we follow the guidance from the standards and testing agency to complete it.

<https://www.gov.uk/government/collections/multiplication-tables-check>

Non-statutory Assessment:

Core Subjects

At St. Leonards, we use a combination of test results and our own teacher assessments done through marking and observation to give the children an overall grade (see grid below) each term. These are explained more fully in the sections below, but as a summary, these are the main aspects we use to achieve our overall judgement:

Summative Assessment	Formative Assessment
Reading: NTS Assessment GPS (Grammar, Punctuation and Spelling): NTS Assessment Maths: Smartgrade Assessment Times Tables test <i>All completed once a term.</i>	Teachers will track the progress of pupils towards the end of year expectations using the schools' own assessment grids for Reading, Writing and Maths. These grids are an adapted version of the Staffordshire grids. Marking and feedback within lessons

The above assessments will be used to track the progress of pupils throughout the year and to identify those pupils who are working below their chronological age in maths and/or reading. Tests are analysed and outcomes are actioned through whole class, group or individual intervention where needed.

In addition to the above, teachers may use class tests in day-to-day lessons (e.g. mental maths, times tables, spelling tests) to improve pupils' skills and establish what they have learnt.

Foundation Subjects

Pupils will be assessed against the National Curriculum expectations in all foundation subjects each term to show their depth of learning. Children are recorded at the end of each term using the same codes as core subjects (see grid below). This information will be recorded on Sonar, which is explained below.

Sonar (Online Tracking Platform)

At the end of every term, teachers will give an overall judgement on the children's ability in each subject. They will use their teacher assessments, as well as the outcomes from an testing, to make their final judgement. The outcomes will then be recorded on the school's online tracking system, which is called Sonar. The codes that will be used are below:

Standard	Code on reports	Description
Greater Depth	GD	Children working at the highest level within their age group.
Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.

Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age-related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
If a child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

Pupil Progress

We monitor the children's progress in school in a number of ways:

- Formative assessment: observations, marking and feedback
- Tracking the children's outcomes on Sonar
- Pupil progress meetings each term with a member of SLT

Interventions are then put into place if required to ensure that all children have the opportunity to reach their full potential. Teachers liaise with the SENDCo each term to discuss the progress of children within the class and children who need further support are set targets through an IEP. Parents are informed if teachers have concerns regarding progress/attainment.

Informing parents

There are three opportunities for parents to meet with their child's class teacher throughout the year to discuss their child's progress (one per term). We hold a parents' evening in the Autumn term, another parents' evening in the Spring term and then towards the end of the summer term, each class teacher produces an end of year report which summarises the achievements made and gives parents the assessment outcomes. (Appendix 2).

If the children are on our SEND register, we have separate termly meeting with them to discuss progress and achievement with regards to their individual targets as well as time to set new ones for the coming term.

Formative assessment

This is day-to-day, ongoing assessment, is based upon how well pupils fulfil learning objectives. It is focused on providing feedback and involving pupils in improving their learning.

Our formative assessment is carried out in a number of ways:

Planning – this identifies learning objectives (which are shared with the children) that ensure differentiation and progression in delivery of the National Curriculum. It is based on the needs of the pupils at class, group and individual level.

Pupil self-evaluation and peer evaluation - pupils are trained to evaluate their own achievements and that of their peers (in oral and written form) against the learning objective and reflect on the overall learning process. This empowers each pupil to realise his or her own learning needs and to have control over future

target. It also provides the teacher with more assessment information from the pupil's perspective. Pupils use a green pen for any written self or peer assessment of work.

Feedback (oral and written as outlined in our marking policy) – this informs the pupil of successes and weaknesses and provides clear strategies for improvement.

Target setting – Targets for improvement are shared with the children through marking, verbal feedback and whole class feedback. Targets are also shared with parents at both parents' evenings. These are based on individual needs and are set to raise progress and attainment.

Use of success criteria – these are carefully matched to the learning objectives for the lesson and allow the pupils to understand what they need to do in order to be successful. The success criteria for lessons are discussed and may be displayed. For writing tasks, the success criteria are stuck in at the beginning of the piece and are completed by pupils and teachers.

Use of assessment

Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes. Teachers use this data to plan the learning for every pupil to ensure they meet the expectations for their year group. Teachers and leaders analyse the data across the school to ensure that pupils are identified as vulnerable or at risk of not making appropriate progress and to ensure that all pupils are challenged and supported appropriately. Assessment information is used to determine intervention groups that take place for a half term in the Autumn, Spring and Summer.

The information from assessment is communicated to parents at parents' evenings and through the end of year reports.

Individual Needs

It is the responsibility of the class teacher to identify, assess and monitor children with special educational needs, or who are gifted and talented in conjunction with the SENCO.

The SENCO and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all aims and practices for the SEN policy.

Celebrating achievement – Each week, we have a family worship where children's success both academic and personal is shared and Headteacher's awards are given out. Parents are invited, by text, to attend. This recognises and celebrates all aspects of achievement, providing motivation and raising self-esteem. Our school behaviour zones are also centred around celebrating achievements, with children receiving a special note on our 'Hall of Fame' boards in our classroom for excellent behaviour or learning.

Monitoring, Moderation and Evaluation

Internal moderation:

The Headteacher and Senior Leadership team will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school.

The subject co-ordinators will monitor standards in their own subjects and refer to the cycle of monitoring that is in place across all subjects.

Reading, Writing and Maths will be moderated by all staff as part of ongoing CPD. Staff meeting time will be used for this.

External moderation:

EYFS assessments and Year 6 writing are moderated every two/three years by the LA. Through working with other schools, we will monitor and moderate our assessments to ensure that they are accurate.

Appendix 1- Assessment- Guide for Parents



St Leonard's C of E (A) Primary School's

Assessment and Tracking System

A Summary for Parents



This year, we have implemented a new assessment system within school called Sonar. This new platform allows us to closely monitor your children's progress and attainment in a clear and thorough way against the National Curriculum expectations.

The new assessment outcomes and the associated codes are as follows:

Standard	Code on reports	Description
Greater Depth	GD	Children working at the highest level within their age group.
Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.
Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age-related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
If your child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

EYFS

In Reception, children are assessed at the end of the year against the Early Learning Goals (ELGs). Outcomes are reported to parents as 'Met' or 'Not Met' for each of the goals. We monitor their attainment and progress throughout the year and will of course speak with you if the children aren't meeting their goals.

How teachers make their judgements

Teachers are assessing children constantly through their observations and their marking. We do this in two ways:

1. Through observations and marking of their work done within lesson time. We use skills grids to determine each child's knowledge and consequent level.
2. We also carry out assessments at the end of each term in Reading, Writing, GPS (Grammar, Punctuation and Spelling), Phonics (EY/KS1), Maths and Times Tables. We use the results of these to support our overall teacher judgement of the children's ability.

Tracking

The school has a digital tracking system so that a child's progress throughout their entire time at St Leonard's can be carefully tracked and monitored. We can therefore quickly identify, at any time, if they are not on track to meet their end of year expectations. Your children's ability and progress will be shared at parents' evenings, but if we have any concerns before then, we will arrange a meeting to discuss this with you to ensure that your child has the correct support moving forward to make progress within our school.

Making judgements for Sonar using Standardised Scores:

Code	Terminology	Description	Judgement
GD	Greater Depth	Those children working at the highest level within their age group.	115 and above
A	Above Expected	Those children who have met all of the criteria for expected and have also achieved some outcomes for greater depth.	110 - 114
At	Expected	Children who have met the criteria for age-related expectations.	105 - 109
JA	Just At	Children who have just met the criteria for age-related expectations.	100 - 104
B	Below	Children who haven't met the standard for age-related expectations.	90 - 99
SB	Significantly Below	Children who are significantly below the standard for age-related expectations.	80 - 89
If a child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JAE.g. 4B, 4JA, 4At After the children have reached 'At', they automatically move to the next year group's objectives.			Below 80

Appendix 2- Annual report template

Message from the Headteacher:

End of 2025-2026 Outcomes

Subject	Attainment	Effort
Maths		
Reading		
Writing		
Phonics		
Science		
Religious Education		
Art		
Design Technology		
Physical Education		
Music		
History		
Geography		
Computing		
PSHE		

St. Leonard's C of E (A) Primary School

'Growing in Faith and Learning'

NAME OF CHILD

Year



July 2026

Teacher:

'We have different gifts, according to the grace given to each of us.'
Romans 12:6

Our Vision

Our vision is to be an outstanding church school, guided by God, where learning is irresistible, achievement is high and our pupils leave us as successful learners, happy, confident individuals and caring, responsible citizens, excited by challenge, change and possibility.

'Life in all its fullness' John 10:10

Attainment Grades

Below you will find a description of the codes that we have used to assess children. Assessments are made using a combination of teacher assessments, formal testing and teacher's knowledge of the children.

Greater Depth (GD): Children working at the highest level within their age group.

Above (A): Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.

Expected (AT): Children who have met the criteria to be judged as achieving the age-related expectations.

Just At (JA): Children working at the highest level within their age group.

Below (B): Children who haven't met the standard for age-related expectations.

Children working below the standard for their year group will have the code above, preceded by the number which represents the year group standard within which they are working.

Effort Grades

A	Tries hard in all lessons
B	Tries hard in most lessons
C	Tries hard in some lessons
D	Needs to try harder

English

Next steps:

Maths

Next steps:

General Comments