Assessment Policy

Inspire ● Enrich ● Enjoy ● Succeed

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'
Matthew, 5:16

We **inspire** a love of learning, confidence and resilience; to strive to shine before God and others.

Our unique curriculum **enriches** well-being, learning attitudes, and the ability to fulfil potential; **enjoying** a life according to God's teaching.

We are a Christian family, celebrating faith, individuality and diversity, giving the opportunity to **succeed**.

Approved by:	Governing Body	**Date:** July 2025
Next review due by:	July 2026	

The following have informed the formulation of the policy:
Our Federation's Christian Vision and Values
'Valuing All God's Children' document (Church of England)
SEND Policy
Equality and Diversity Policy

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1. Statement of Intent

At the Federation of Snape Community & Thornton Watlass CE Primary Schools, we know that effective assessment provides information to improve teaching and learning. We see this as a process, not an event, designed to generate a good understanding of knowledge and skills learnt as well identifying gaps in this.

We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These daily interactions are what provide the soundest judgments of pupil progress and are what should consistently inform planning and teaching. We also gather and use assessment information to inform us how well our children are remembering the knowledge they are taught over the long-term. We do recognise though that progress in learning is not linear and therefore children are not judged solely on the basis of single assessments or tests. Therefore, we use our professional experience and knowledge to assimilate the varied assessment information we gather and then use it to support the planning of effective teaching and learning in the future, ensuring that it is adapted to address gaps in learning.

We give parents/ carers regular updates on their child's progress so that teachers, children and parents/ carers are working together to raise standards for all our children.

At our school, we believe in providing a fair and effective assessment system that benefits our students. We base our assessment practices on four important principles:

Purpose - assessments are designed with clear intentions in mind.
Validity - assessments truly measure what they're intended to measure.
Reliability - assessment methods are consistent and dependable, providing reliable results over time.
Value - assessments hold value for both children and the school, designed to inform and adapt teaching and learning. They are viewed as part of the learning process, therefore ensuring that they are meaningful.

2. Methods of Assessment

At STW, we use a range of assessment methods and categorise these as follows:

2.1 Assessment ***for*** learning – formative assessment

Assessment for learning or formative assessment refers to the ongoing and continuous process of gathering information about children's learning and understanding on a regular basis. This is the most crucial type of assessment, as it informs the next steps in teaching and learning and what feedback children require to improve. It allows teachers to understand pupil performance and learning on an ongoing basis, enabling them to identify difficulties in learning, gaps in knowledge, the need for consolidation, and just as importantly, the next steps to support progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Methods of formative assessment used consistently at STW include looking at children's work in books, observational assessments, low stakes quizzing, diagnostic questions, discussions with children, and peer and self-assessment.

2.2 Assessment ***as*** learning – reinforcing knowledge through retrieval practice

Our curriculum is carefully designed to help children know more and remember more. Assessment ***as*** learning refers to when assessment is used in the classroom to help children remember what they have previously been taught. By regularly revisiting taught content through deliberate and strategic retrieval tasks, teachers aim to embed and secure understanding in the long-term. This helps bring about automaticity for children where they can recall words, concepts and procedures effortlessly.

Retrieval practice is included in each lesson through short 'sticky knowledge' activities and provides the opportunity for children to recall knowledge (short- medium- and long-term) through the use of a range of low stakes activities (verbal, written, etc.). The rationale behind this approach is that by going through the process of trying to retrieve information, the connections in the developing schemas in their own minds are strengthened. Therefore, the assessment activity itself becomes a means of learning. More information can be found in Appendix A – Blueprint for Retrieval Practice.

2.3 Assessment ***of*** learning – summative assessment

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for children and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress.

Summative assessments are also be used by school leaders, including curriculum leads, to monitor the performance of pupil cohorts and groups, to identify where interventions may be required and to work with teachers to ensure children are supported to achieve sufficient progress and expected attainment. For curriculum leads, it is expected that any gaps in key knowledge inform planning to so that there is further opportunity to revisit (Appendix A).

A range of 'in-school-summative assessments' will be used (see table below).

In-school Summative Assessment	When	Year Groups	Recording of Assessments
Phonics assessments – Little Wandle	Half-termly	Reception, Y1 & Y2 (plus select ch'n in Years 3 -6)	Little Wandle
Reading – Accelerated Reader	As required	Years 2 – 6	Accelerated Reader
NTS Reading tests	Termly	Years 1 – 6	Gap analysis on MARK
GaPS tests	Termly	Years 1 – 6	Gap analysis on MARK
NTS Maths tests	Termly	Years 1 – 6	Gap analysis on MARK
Teacher Assessment	Termly	Years 1 – 6	Sonar Tracker
Early Learning Goals	Termly	EYFS	Sonar Tracker
Spelling tests	Weekly	Years 1 – 6	Spelling Shed

3. National Statutory Assessments

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their children and identifying where children require more support, so that this can be provided. Although familiarising children with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too.

Early Years Foundation Stage – Baseline and Profile

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5; these standards must be met by all early years providers to ensure that children learn and develop well and are kept healthy and safe.
Within the first 6 weeks of joining reception, teachers administer the Reception Baseline Assessment. Throughout the year, we observe the children, analyse and review what we see or know about each child's development and learning so that we can make informed decisions about a child's progress, enabling us to plan appropriate next steps.
In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out – the deadline for this is typically towards the end of June. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at two other points throughout the academic year (December and March).
We meet with parents/ carers in October and February to discuss progress and provide a detailed written report at the end of the summer term.

Year 1 Phonics Screening Check

All children in Year 1 participate in a phonics screening check. This check is a short assessment of phonic decoding. Results for each pupil are included within their Year 1 end of year report.
If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the phonics screening check in Year 2. If, in the opinion of the teacher and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

Multiplication Tables Check

The purpose of the Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support. It is an on-screen check consisting of 25 times table questions.

Key Stage 2 SATs

Children in Year 6, at the end of Key Stage 2, will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress children have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data.
Parents/ carers receive test results for English grammar, punctuation and spelling; English reading and Mathematics. As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

Below is a summary of the statutory assessments:

National statutory assessment	When	Year groups	Recorded/ Submitted
Reception Baseline Assessment (RBA)	September/ October	Reception	Submitted to DfE and recorded on Sonar
KS2 SATs and Teacher Assessment	May	Year 6	Submitted to Local Authority, DfE and recorded on Sonar
Phonics screening check	June	Year 1 (Year 2 retakes)	Submitted to Local Authority and recorded on Sonar
Multiplication Checks	June	Year 4	DfE and Sonar
EYFS Profiles	June	Reception	Submitted to Local Authority, DfE and recorded on Sonar

4. Feedback to children

"The whole purpose of feedback should be to increase the extent to which students are owners of their own learning." Dylan William

The Federation of STW places great significance upon feedback, valuing this as pat of the process of learning. Feedback should be effective, informing the learner of how they are doing and identifying next steps in learning.

Our approach to feedback (our feedback/ marking overview and key can be found in Appendix B) is based upon the following principles:

- High-quality teaching and careful assessment – feedback is not an isolated event; it is approached systematically and specifically;
- Based upon strong subject knowledge and pedagogy – essential for accurate and relevant feedback;
- Timely/ as close to the learning time as is practical – feedback is most effective when it is immediate and verbal, at the moment of learning. Teaching staff are expected to 'check, check, check' and address, as well as use the metacognition reflection keys and self-assessment colour coding;
- Clearly understood by the child – language and approaches need to be adapted to take account if age, specific needs and next steps needed (including scaffolding/ alternative approaches as appropriate);
- Motivational – framed in language that is kind, positive and encouraging whilst taking account of barriers to learning;
- Makes the pupil think and leads to an action;
- Praise and reward used judiciously – praising efforts, specifics, skills, learning behaviours (resilience/ perseverance/ risk-taking), responsiveness to feedback;
- Written work is always read and checked, identifying next steps for learning – teaching must identify next steps, applying the marking/ feedback codes (Appendix B);
- Identifying group and whole class feedback as appropriate – to address common misconceptions (both 'in the moment' and from away from the lesson marking);
- Utilise examples of children's learning – to show good examples as well as sensitively using the work as a learning opportunity.

5. Recording Assessments

In-school formative, summative and statutory data is recorded on Sonar Tracker, except for Phonics assessments which are recorded on Little Wandle.

Formative assessments are made for all curriculum subjects and are made against statements taken from the National Curriculum and our own developed progression documents. These are updated after each half-term's '4-week sticky knowledge'.

Summative assessments are made for all curriculum subjects at the end of each term.

Phonics assessments are completed at the end of each half-term.

6. Moderation

Allowing teachers to discuss, challenge each other and feel more confident in their assessments of children is critical to building a culture of valid and robust assessment. Carefully planned opportunities to moderate teacher judgements are vital and are included in the federation's monitoring and training schedule. The federation actively seeks opportunity to moderate across cluster schools and through LA moderation sessions.

7. Data Analysis

Teacher assessment and standardised assessments (Rising Stars) are monitored on a termly basis by the Headteacher and curriculum leads. Curriculum leads are required to produce termly reports. The monitoring schedule identifies an annual programme of reporting to governors – all subject areas are included within this programme.

8. Monitoring Pupil Attainment and Progress

Teachers are responsible for monitoring the attainment and progress of the children within their class. They complete termly Pupil Attainment and Progress Reports which identify children not achieving age-related expectations and/ or not making adequate progress withing reading, writing and mathematics. Included in the report is a summary of barriers and strategies/ interventions planned to improve attainment and/ or progress,

9. Reporting to Parent/ Carers

At STW, we have an open-door policy and encourage parents/ carers to contact their child's teacher if they would like to discuss their child's learning. In addition to this, we offer parents/ carers the opportunity to meet their child's teacher formally in October and February. Prior to these meetings a Learning Behaviours and Attainment Report is shared with parents/ carers; this is discussed within the meetings. This is also sent home to parents/ carers in July with the annual written report. Parents/ carers can request a meeting in July if they would like to discuss anything arising from the written report.

Appendix A

Blueprint for effective retrieval practice at The Federation of Snape Community & Thornton Watlass CE Primary Schools

Rationale - Why does effective retrieval matter and what potential impacts can it have on a child's educational development?

Theory and evidence:

Cognitive load theory suggests that human brains can only process small amounts of new information at once (on average only four pieces of information), but it can process very large amounts of stored information. Long-term memory is where large amounts of information are stored semi-permanently. Information is stored in the long-term memory in 'schemas', which provide a system for organising and storing knowledge. If a student's working memory is overloaded, there is a risk that they will not understand the content being taught and that their learning will be slow and/or ineffective. With extensive practice, information can be automatically recalled from long-term memory with minimal conscious effort. This 'automation' reduces the burden on working memory, because when information can be accessed automatically, the working memory is freed up to learn new information.

The purpose of improving our retrieval practice at STW is so we can ensure that children are able to be effective learners, building on prior knowledge and independently recalling important information automatically to support their next learning steps. This 'building on prior knowledge' is very important in the thinking and learning process as children combine information from their environment and their long-term memory in new ways – understanding new information by relating it to their existing knowledge. The stronger their existing knowledge, and in turn the recall of this existing knowledge, the more successful this thinking and learning process will be for the child. This means that when teachers plan to explain new ideas to children, they must start with eliciting what children know and making links to the new material or asking questions that help children make these connections. If we fail to do this groundwork as teachers, it is akin to building a house on sand: it will not stand the test of time.

Our vision at STW – Why value retrieval?

At STW, it is our vision that all children develop a love of learning, confidence and resilience; this means that it is imperative that we empower and teach our children the skills to become good learners. By teaching these essential learning skills, the disciplinary skills of the subjects and ensuring a robust cycle of substantive retrieval opportunities, children will become successful, confident and independent learners.

It is hoped that through improving the culture and precedence of effective retrieval at STW, coupled with the ongoing focus on ensuring children develop their subject specific disciplinary skills, children will know more and remember more, showing this confidence and skill in their day-to-day learning and through the scheduled assessment opportunities throughout the year.

We already have the beginnings of some good retrieval practice STW: we use spaced or distributed retrieval through retrieval starters in each lesson and our 4 weekly sticky knowledge quizzes (these promote active recall of information from the previous term).

Moving forwards, it is important to ensure that right from the planning stages, retrieval practice is at the forefront of considerations from both a curriculum lead and teaching perspective. Planning must be informed by teacher assessment (AfL, sticky knowledge checks and formative assessment). By practising and retrieving important knowledge, skills and concepts regularly, children can develop fluency and recall information in the long term (and reduce cognitive overload in the short term).

Links with oracy

Throughout all subjects, one of the current buzzwords is 'oracy' – how improving children's oracy can improve their understanding and outcomes. This is becoming particularly pertinent in the post-Covid world where it is noted that many children are lacking the basic oral language skills of talk, dialogue, debate and oracy. It would be remiss to underestimate the importance of building these skills with children as evidence suggests that these can have a profound positive impact on all children, particularly those from disadvantaged backgrounds.

Improving oracy across STW, sits well with the goal of improving retrieval practice, as the two are inextricably linked – by improving children's oral language skills we are giving the children the tools they need to be confident, questioning and independent learners.

What does effective retrieval look like?

Effective, robust retrieval practice has to be underpinned by effective and robust teacher and curriculum lead understanding of what the children have learned in the past, what they are learning now and what they are to learn in the future.

Planning for effective retrieval practice begins at the curriculum design level. From a long-term planning perspective, it is important to ensure that there are spaced and relatively regular opportunities to retrieve key knowledge. This is particularly important within our schools because of the mixed-year group planning, which can need to change year on year. It is imperative that medium-term plans created by curriculum leads outline the key substantive knowledge and disciplinary skills which need to be taught and recalled during the specific unit. Furthermore, these medium-term plans serve as a good place to outline the three types of retrieval we would like to highlight (short, medium and long-term knowledge retrieval).

We need to be strategic in the content we are asking children to retrieve, prioritising the content we want children to become fluent in (considering spaced retrieval of topic knowledge from previous year groups, and using 'sticky knowledge' assessments). This requires both curriculum leads and teachers to focus on getting the planning and assessment stages right to support best understanding, recall and gap-filling.

It is important to note that retrieval opportunities can also be seen as a good time to recall information that may be pertinent to or aid understanding of the coming lesson.

Making links, wherever possible, will support retrieval practice (and application of knowledge). Finding ways to connect learning across different subjects so that children see the bigger picture and apply their knowledge flexibly will help retrieval practice to become as effective and manageable as possible. Making links as curriculum leads and as teachers will support e.g. linking knowledge of states of matter (science) with the water cycle (geography).

In addition to the forward planning aspect of retrieval outlined above in the medium-term plan and planning stage, there will also be a certain responsive and ad hoc element based upon responding to children's knowledge and misconceptions as the teacher progresses through the unit of learning – effective use of AfL, adapting teaching and learning is key in this.

Child led – involve children in the process. Making the retrieval active ensures that children are engaged and actively learning rather than being passive learners.

What does spaced retrieval involve?

Short-term retrieval - Children are asked to remember some information about the previous lesson(s) learning, typically from the current topic.
Medium-term retrieval - This is an opportunity to recall and gap fill information that may not have been effectively recalled within previous 4-weekly sticky knowledge checks.
Long-term retrieval - Children are challenged to recall information and understanding from longer ago, e.g. the previous year.
Making cross-subject connections will support this (as above).

Data informed

Retrieval practice needs to be data informed. This means that teachers and curriculum leads will use our tracking system, Sonar, to inform their retrieval content where appropriate (as outlined above). Curriculum leads will then be responsible for triangulating the evidence with Sonar, summarising gaps and misconceptions and feeding these back into the medium-term plans, which will in turn reinforce the information to be recalled by the children. Teachers will use Sonar to effectively monitor gaps and feed forward into planning high quality opportunities for retrieval.

Effective retrieval will look different across different year groups – retrieval in year 1 looks very different from retrieval in year 6 for example. Not every lesson or retrieval opportunity has to be in the form of a paper-based, recall exercise but conversely, it should not be an unintentional, last minute 'tick box'

exercise. Opportunities need to be effective, well-planned and measurable, ensuring that progress and understanding is developed over time.

Types of retrieval – not an exhaustive list

- Formal format retrieval template
- Multiple choice or matching questions
- Low stakes quizzes
- Century modules (use of AI)
- Group/paired discussion – links to improving vocabulary progression and oracy:
  - Retrieval debates – children recall knowledge and use this to argue a perspective, strengthening both recall and reasoning skills;
  - Tiered questioning – children first recall basic facts, then explain and justify their answers, strengthening a deeper understanding;
  - Thinking aloud retrieval – children verbalise their thought process as they recall information, reinforcing connections between ideas.
- Flashcard response in pairs or groups
- Writing prompts e.g. definitions or finishing a sentence
- Mind maps
- Be the teacher
- Create own tests for each other
- Use a learning log – children self-reflect and recall knowledge they are struggling to recall.

Opportunities for retrieval practice shouldn't be restricted to school. Engaging parents/ carers can further support the process and be developed by:

- Providing parents/ carers with simple retrieval prompts, i.e. 'Tell me three things you learned today'.
- Short retrieval-based homework tasks that encourage active recall rather than passive revision.

Active vs Passive retrieval

What is the difference and why does it matter?

Active recall is where students actively engage with the material and test their memory, e.g. answering practice questions, reciting/recalling information from memory, using flashcards and attempting to recall answers before checking them, writing summaries of learned material without looking at notes.

Passive recall involves reviewing or re-exposing children to information without directly testing their memory, challenging them to think! – e.g. passively engaging with the material by rereading notes, highlighting text or listening to teacher talk about it again.

It is important to ensure that children are actively and not passively retrieving information. Research shows that students who practiced active retrieval performed significantly better on assessments than those who simply passively recalled information. Furthermore, combining active retrieval with spaced repetition has been shown to maximise retention and minimise forgetting over time.

Learning objectives and links to disciplinary skills:

Another way to embed understanding, vocabulary and skills is through effective, meaningful learning objectives, differentiated where necessary and showing both substantive and disciplinary objectives. Adding disciplinary skills to the learning objectives, where applicable, can be a very good way of reinforcing vocabulary, explicitly reminding children of the skills they are practising that lesson. This also links to our subject vocabulary progression, improving oracy and understanding.

Fig.1 below – An example from science of learning objectives with scientific skills being covered in that lesson.

Y4 - Can I name each of the seven life processes using the acronym MRS GREN and begin to compare how both animals and plants perform these processes?

Scientific skills – What are we learning about how scientists work?

Identifying and classifying animals and comparing similarities and differences.

Y4 – Can I name the five animal groups and understand that they reproduce differently?

Scientific skills – What are we learning about how scientists work?

Identifying and classifying animals and evaluating

A summary of expectations for teachers and curriculum leads:

	Teacher	Curriculum Lead
Opportunities for retrieval practice (short, medium, long term) are carefully planned and form a consistent part of every lesson.	✓	
'Sticky knowledge' checks are used to inform medium-term retrieval practice.	✓	✓
Long term planning identifies when knowledge from previous topics will be recalled.		✓
Formative assessment data is analysed to identify gaps in knowledge.	✓	✓
Medium term planning identifies the medium- and long-term key knowledge, supporting and directing teachers.		✓
AfL is used to identify knowledge retrieval which is proving challenging to retain.	✓	
Ad-hoc opportunities are used to retrieve knowledge, e.g. post-it notes displayed with the knowledge, as children are lining up quick fire questions – maximising time.	✓	
Interventions are planned, including the use of Century, to secure key knowledge for children where it is struggling to 'stick'.	✓	
Monitoring of subjects captures evidence of opportunities for retrieval practice, including children's voice.		✓
Strategic planning of cross-subject retrieval maps.		✓

Appendix B

Feedback Policy
Federation of Snape & Thornton Watlass

Putting children at the centre of feedback.

In the lesson

- Timely intervention in lessons. Corrective teaching to support keep up.
- Verbal feedback (VF) for correction or enrichment. VF + key word at point of feedback.
- Improvement Suggestion (IS) + key word
- Highlight successes in pink highlighter. (Green)
- Regular use of Reflection Keys for self-assessment.
- Mini-plenaries to guide self-assessment and improvement.
- Peer feedback/ coaching.
- Reflection colour and comments at the end of a piece of work.

Away from the lesson

- Brief comments against 'Can I …?' objectives to indicate level of success.
- IS (including codes: see marking keys) to give an Improvement Suggestion which will take learning forward.
- M – to signal where a 'mop-up'/ reteach is required. This should be addressed as soon as possible after the lesson.



In the lesson

Away from the lesson

- Teacher to ensure children identified for mop-up receive rapid intervention.

Key Stage 1

Feedback Key

VF = Verbal Feedback

IS = Improvement Suggestion

M = Mop-up (reteach)

S = Spelling

CL = Capital Letter

FS = Full Stop

 = Finger Space

G = Grammar

.C = Correction (Maths)

Key Stage 2

Feedback Key

VF = Verbal Feedback

IS = Improvement Suggestion

M = Mop-up (reteach)

S = Spelling

P = Punctuation

G = Grammar

// = New Paragraph

.C = Correction (Maths)