

Cragside Church of England Primary School



Assessment Policy

Revised: May 2026

Date of next Review: May 2027 (or earlier if change is needed)

Related Policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Curriculum Policy

**(This document is available in an alternative format
and in an alternative language on request)**

At Cragside Church of England Primary School we consider the ideology of '**High Achievement for All**' to be central to our culture. We believe that **every** individual child should be given the opportunity to achieve his or her full potential. Our school motto, 'Let Your Light Shine' is taken from St Matthew's Gospel and encapsulates the aim of our school, to provide encouragement and opportunities **for everyone** to discover and use the gifts and talents they have been given. We seek to enable all to flourish and achieve their full potential within a caring and happy school where British and Christian values of, kindness. Perseverance, Love, forgiveness and respect are at the heart of all we do. This can be achieved through quality first teaching and planned learning, targeted at the children's needs. All staff take responsibility for raising standards in basic skills. We value every member of our learning community; governors, parents, staff and the children who attend the school and seek to work collectively and collaboratively to enable all to **SHINE BRIGHT**.

Introduction

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum that is relevant, broad and balanced, meeting the requirements of the National Curriculum and the needs of our learners. In order to achieve '**High Achievement for All**' effective formative, diagnostic, summative and evaluative assessment is needed in order to develop a child's understanding of what they can do and how they can deepen, develop and further their knowledge.

At Cragside, when considering the purpose of assessment in our school, our philosophy is that assessment should have a purpose at every level for everyone involved. We employ a range of different assessment systems to best meet the needs of our children parents and school community in order to maintain and enhance our high expectations for teaching and learning.

Purpose of Assessment

- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers (in line with the expectations stated in our Marking and Feedback Policy)
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners, enabling children to keep up rather than catch up so strategies such as interventions and pre-learning enable learning to happen in order for the majority of children to achieve at broadly the same pace.
- Teachers and SLT should be able to use assessment to help ensure that the pupils who need specified intervention, in our school are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School Leaders should be able to use summative assessment as one of the tools for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential and **SHINE BRIGHT**
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use assessment information to ensure the school is supporting pupils learning effectively.
- Schools is able to provide assessment information data for inspection teams to show how children are achieving and making progress.

Aims

The aims of assessment at Cragside are to:

- Monitor pupils' progress and attainment
- Inform future planning and teaching
- Identify pupils requiring additional support or challenge
- Ensure continuity and progression across the curriculum
- Provide accurate information to parents, staff, and governors
- Meet statutory assessment requirements

Principles of Assessment

Assessment at Cragside is:

- Ongoing and embedded within daily teaching
- Used to inform next steps in learning
- Consistent across the school
- Accurate and moderated where appropriate
- Supportive of pupil progress and achievement

Teachers assess pupils continuously through questioning, observations, discussion, marking, and feedback. Feedback is provided in line with the school's Feedback Policy and is used to move learning forward. Daily assessment informs planning and enables teachers to adapt teaching to meet the needs of all learners. Children's attainment is compared to the expectations for their year group.

Attainment is graded in the following bands:

- **Exceeding age related expectations:** Children working beyond the standard expected for their year group, showing greater depth of understanding.
- **Securely at age related expectations:** Children who are working at the standard expected for their year group.
- **Just at age related expectations:** Children working at the appropriate age curriculum, but who have not yet secured all the expected learning for their year group.
- **Below:** Children are working below age-related expectations for their year group

Foundation Stage Assessment

In the Foundation Stage, teachers use observations, interactions, and adult-directed activities to assess children's learning and development. Progress is tracked using the Sonar assessment system. Assessment is ongoing and linked to the Early Years Foundation Stage framework to ensure children make progress across all areas of learning

Phonics Assessment

Reception, Year 1, and Year 2 assess and track pupils' phonics progress using the Read Write Inc. online portal every half term.

Year 1 and Year 2 pupils who did not pass the screening check in Year 1 undertake practice phonics screening checks throughout the year to prepare pupils for the statutory Phonics Screening Check and to identify areas requiring further support. Phonics groups are fluid and changes to these are made in response to the data collected and based on teacher assessment and knowledge. These changes are made by the reading leader and reading team at the half termly meetings which follow the assessment weeks.

Summative Assessment

There is an assessment week toward the end of each term in Years 2 -6. The children take tests in Reading, EGPS and Maths the results are then collected and shared with Maths and English leaders and the SLT in school.

Pupils in Years 2 and 6 complete past SATs papers at the end of each term in:

- Reading
- SPaG (Spelling, Punctuation and Grammar)
- Mathematics

These assessments are used to monitor attainment, identify gaps in learning, and support preparation for statutory assessments in Year 6.

Pupils in Years 3, 4, and 5 complete NFER assessments at the end of each term. These assessments support teacher judgement and provide standardised information about pupil attainment and progress.

In addition to SATs and NFER tests, children take end of unit tests in Maths to check knowledge and understanding of a topic before moving on to ensure teachers are able to plan to revisit and revise any gaps in knowledge.

Assessment in Writing

When children complete longer pieces of writing teachers use evidence gather grids to support them in making judgments on children's writing. Judgments are not made on one pieces of writing but based on evidence collected on several pieces over the course of a term. We also use exemplification materials produced nationally, to make judgements about the levels of the children's work. Teachers discuss these judgements, during dedicated moderation meetings, so that they can have a common understanding of the expectations in each subject and have opportunities to learn from effective assessment practices of colleagues. Year 6 teachers attend moderation meetings to ensure that their judgements are accurate.

Ongoing Formative Teacher Assessment

Teacher assessment is an ongoing process and forms a central part of the school's assessment approach. Teachers use a range of evidence, including:

- Children's responses
- Observations
- Questioning
- Pupil discussions and pupil voice
- Independent work
- End-of-unit assessments
- Evidence from feedback

This information is used daily to inform planning, adapt teaching, and ensure pupils receive appropriate support and challenge. It can also be used to plan interventions needed to support pupils in keeping up and preventing gaps in knowledge.

Tracking and Monitoring Progress- Sonar

At its heart, any assessment tool must have Assessment for Learning, and this is the fundamental building block on which any more expansive data must sit.

The National Curriculum sets out clear expectations for what children should achieve by the end of each Key Stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. The programme of study expected end of year outcomes have been adapted to help support teaching staff in making their step judgements over each academic year.

A combination of assessment information from summative assessments and teacher assessment is recorded and tracked using the Sonar assessment system each term. Teaching staff will select a step to show where each pupil is working from Below, Just At, Securely At and Above. A small number of pupils may be working at a below their current year and can be recorded as such.

For children to be working at age related expectations, they would need to reach the 'Securely At' step at the end of the appropriate year.

School leaders and teachers use assessment data to:

- Monitor individual and group progress
- Identify trends and gaps in attainment
- Inform interventions and support
- Evaluate the effectiveness of teaching and learning

Pupil progress is reviewed regularly through discussions between teachers and senior leaders

Teacher Assessment

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- Questioning
- Pupil discussions and pupil voice
- Independent work
- End-of-unit assessments

This information is used daily to inform planning, adapt teaching, and ensure pupils receive appropriate support and challenge.

Reporting to Parents and Carers

Our assessment processes enable us to clearly communicate pupil attainment and progress to parents. Teachers help parents understand whether their child is working at the appropriate point for their age, and can provide guidance on what children need to do to progress. By using clear and consistent language in our reporting to parents, we are providing clear information regarding a child's achievement and progress. At Cragside C of E Primary School we have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work, learning and achievement.

Twice a year, we offer parents the opportunity to meet their child's teacher(s). At the first meeting of the school year we how well the child has settled into the new class and feedback on the learning that the child has made since the previous meeting. During the second meeting of the year (which we hold during the Spring term) we evaluate their child's progress as measured against their expected learning and discuss learning achievement and development areas for the coming term.

In addition to this, during the Summer Term we give all parents a written report of their child's progress and achievements for the academic year. **As well as celebrating children's achievements**, written reports share whether children are: Exceeding age related expectations, Securely at age related expectations, Just at age related expectations or Below age related expectations

- Informal, ongoing discussions where needed.

At the end of the Foundation Stage, and Year 6 parents are given a breakdown of how their child has performed. Parents/carers are also informed of the outcome of their child's Phonics Screening Check in Year 1 and in Year 2 if the child has been retested.

Assessment information is shared clearly to support parents in understanding their child's development and next steps.

Assessment Information is required by others for a range of different purposes:

Class Teacher

- Uses assessment for learning techniques in the classroom
- Provides resources as appropriate
- Demonstrates and supports good practice
- Makes use of intervention programmes, monitoring impact and effectiveness
- Support for school procedures
- Subject policies include specific reference to assessment

Headteacher / SLT

- Report on quality and consistency of assessment procedures
- Report on progress of School Development Plan
- Support data analysis and action
- Disseminate local / national initiatives

- Advise on statutory requirements

Wider Community

- Arranges workshops for parents: marking, NC testing, Assessment for Learning etc.
- LA / external agencies : Advisors, feeder and transfer schools, networks

Governors

- Explain policy, philosophy and practice
- Inform of standards in school for all groups of children, including attainment and progress
- Target setting

The Annual Cycle of Assessment at Cragside C of E Primary School

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Aut	<ul style="list-style-type: none"> • Staff use previous books, Sonar and test data information for familiarisation regarding class contexts, previous achievements and progress • Ongoing – EGG completed for writing, in line with achievements and progress made by children • Ongoing - Interventions in place to support children • Parent/carer Progress Meetings • SEN support plan reviews and target setting • Baseline Screening in Reception • Ongoing – End of unit math’s assessments completed • Appraisal targets set for teaching staff • Online Phonics assessments • Reading team meeting 	<ul style="list-style-type: none"> • Assessment week tests Year 2-6 • Ongoing – End of unit math’s assessments completed • Appraisal targets set for teaching staff • Appraisal targets set for LSA staff • Ongoing – EGG completed for writing, in line with achievements and progress made by children • Ongoing - Interventions in place to support children • Writing Moderation • Sonar data updated at the end of the term • Online Phonics assessments • Reading team meeting
Spr	<ul style="list-style-type: none"> • Ongoing – EGG completed for writing, in line with • Ongoing – End of unit math’s assessments completed • Online Phonics assessment • Reading team meeting • Interventions in place to support children • Interim Appraisal Meetings with focus on pupil progress • Parent/carer Pupil Progress Meetings • Half termly Maths Assessments completed • Family learning sessions to provide information for parents to support their child with learning at home, 	<ul style="list-style-type: none"> • SEN support plan reviews and target setting • Assessment week tests Year 2-6 • Ongoing – End of unit math’s assessments completed • Ongoing – EGG completed for writing, in line with achievements and progress made by children • Ongoing - Interventions in place to support children • Writing Moderation • Sonar data updated at the end of the term • Online Phonics assessments • Reading team meeting • moderation meetings
Sum	<ul style="list-style-type: none"> • May - KS2 SATs week • Phonics Screening Practise Check • Ongoing – EGG completed for writing, in line with • Ongoing – End of unit math’s assessments completed • Online Phonics assessment • Reading team meeting • Interventions in place to support children 	<ul style="list-style-type: none"> • SEN support plan reviews and target setting • EYFS and KS2 test and teacher assessment results to be submitted to LA • Y1 & some Y2 Phonics Screening Check –June • Multiplication check • KS2 Standardisation Meetings • Annual Report to parents/carers • Analysis of statutory and non statutory tests initially numerical moving into implications within the classroom /whole school SDP • Transition meeting between teachers for next year • Appraisal Review Meetings and Appraisal targets set for new academic year. • SEN support plan reviews and target setting • Assessment week tests Year 2-6 • Ongoing – End of unit math’s assessments completed • Ongoing – EGG completed for writing, in line with achievements and progress made by children • Ongoing - Interventions in place to support children • Writing Moderation • Sonar data updated at the end of the term

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| | | <ul style="list-style-type: none">• Online Phonics assessments• Reading team meeting |
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Monitoring and review

The SLT is responsible for monitoring the implementation of this policy. Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of a high quality. This includes a range of includes classroom observations by Headteacher, subject leaders, scrutiny of pupils books and pupil progress meetings carried out by members of the SLT. Subject Leaders work alongside the SLT in analysing and reporting the data to governors, staff and using the information to impact on future teaching and learning.