INSPIRE, ENJOY, ACHIEVE

AYLWARD PRIMARY SCHOOL

ASSESSMENT POLICY

GB Committee Responsible:	**Quality and Standards**
Reviewed by:	**S Moorhouse/ S Pearce**
Review Date:	**September 2026**
Approved by Committee:	**24th September 2026**
Next Review Date:	**September 2028**

Assessment is a continuous process which is integral to improving teaching and learning and allowing children to reach their true potential. It is incorporated systematically into teaching strategies, providing regular purposeful feedback, to promote better than expected progress for individuals, groups and cohorts.

The school assesses pupils through a triangulation of looking at children's learning, talking to children and assessing against learning objectives and success criteria (steps to success), which are short, discrete, qualitative, and concrete descriptions of what a pupil is expected to learn, know and be able to do.

The school has an inclusive approach to assessment that makes use of additional diagnostic assessments to contribute towards the early and accurate identification of children and young people's special educational needs, and any requirements for support and intervention.

Key Principles of Assessment at Aylward:

- Assessment is incorporated systematically into the planning of lessons and teaching strategies, to inform next steps for teaching and learning.
- We plan learning that is challenging but achievable for all groups of children.
- We identify individual children who require further learning support, and we use this information when planning the next lesson.
- Assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race, and special educational needs. However, the school analyses the progress of different groups to ensure it meets individual and group needs.
- Assessment provides evidence to guide teaching and learning and enables pupils to demonstrate and review their progress.
- Assessment can take a variety of forms and be both formal and informal.

Different forms of assessment used at Aylward:

- Day-to-day in-school formative assessment informs planning and deployment of specific resources and support.
- In-school summative assessment is used to identify areas of strength and vulnerability for individuals/groups and to identify trends.
- National standardised summative assessment is used to draw comparisons and identify areas for development.
- Please also refer to the school's Marking and Feedback policy and the school's Special Needs Policy.

Systems and Procedures:

- An assessment cycle (see appendix 1) with deadline dates, moderation meetings, pupil progress meetings, reporting arrangements and data sharing has been carefully implemented and shared with all stakeholders.

- Summative judgements are recorded and tracked termly on Sonar Tracker for all subjects. Teachers assess each pupil's attainment and make a summative judgement based on where pupils are 'on track' for the term they are in and therefore 'on track' to be at the end of the academic year (expected outcome). For example, if a child has achieved most of the objectives taught so far, then they would be on track to be 'EXS' (working at the age-related expected standard) for this term and therefore at the end of the year. For those pupils where most objectives are being met and further challenge is usually planned for them, then they would be on track to be 'GDS' (working at the age-related greater depth standard) at the end of the year.

- Sonar Tracker assessment system is used to track pupils' progress in all subjects.

- In all year groups, Writing TAFs (Teacher Assessment Frameworks) have been implemented to assess pupils' extended writing against end of year expectations. Teachers use this data to inform their termly summative judgements.

- For History, Geography, Science, PSHE, Spanish and R.E. in KS1 and KS2, teachers design a Microsoft Form as a formative assessment tool to illicit children's understanding of the skills and knowledge they have leant/acquired in lessons. This is also linked to information found on their Knowledge Organisers. Each Subject's form is completed by a sample of 6 children in each class (from a range of ability groups, including SEND and PPP). These are used to inform future planning, termly summative judgements and end of year reporting to parents.

- For Art, D.T., P.E., Music and Computing, we focus our attention on the skills process leading to an end outcome and use responsive teaching**,** based on 'in the moment' verbal feedback, as our primary formative assessment method.

- In all subjects, a group of pupils (3 from each class across the school – HA/MA/LA), will be identified by the subject leader and progress of the class, monitored through book looks and pupil conferencing. These children will provide guidance for tracking progress for the whole class.

- Using Sonar Tracker, all pupils are tracked using their 'prior end of key stage outcomes' as a starting point. Therefore, it is expected that all pupils will make a minimum of 3 points progress each year, from Summer 2 to Summer 2 of the following year (from baseline Autumn 1 data to Summer 2 in Nursery and Reception).

- Attainment data is analysed in line with the ARE (age-related expectation) bands, as set out in Sonar Tracker.

- Progress is measured based on termly summative judgements, using Sonar Tracker. Progress data is analysed by class, year group, key groups and across each phase (key stage), taking prior attainment and floor standards into account.

- During the first half term in the Nursery, an internal baseline assessment is completed using the Aylward 'point in time' descriptors. A summative baseline judgement is made. This is used to track pupils' progress across the phase.

- During the first 6 weeks in the autumn term, Reception children complete the Reception Baseline Assessment (RBA). This is used to track children's progress across their primary journey, to the end of Year 6. An internal baseline assessment based on the Aylward 'point in time' descriptors is also completed during the first half term.

- End of key stage (Reception, KS1, KS2), Phonics and MTC predictions are made during the first half term; these are tracked throughout the year and focus children are identified for intervention support.

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils. This informs planning, teaching strategies and the allocation of support in all lessons.

- Pupil Progress Meetings are held during the year, between teachers and leaders, who analyse data across the school to ensure that pupils identified as vulnerable, are making appropriate progress from their starting points and suggest strategies for closing the gap, based on key performance indicators for specific areas of learning.

- Information from assessment is communicated to parents on a termly basis, through parents' meetings and formal end-of-year reports. Assessment supports informative and productive conversations with pupils and parents.

<u>Responsibilities:</u>

- Teachers are responsible for ensuring that they are familiar with the standards for their year group in each subject.
- Phase Leaders are responsible for ensuring that assessments are carried out accurately and to deadlines.
- Subject Leaders are responsible for ensuring that standards are in line with National expectations and that they are consistent across the school.
- Senior Leaders are responsible for ensuring that members of staff are sufficiently trained, subject leaders are monitoring quality and accuracy and that tracking data agrees with outcomes in formal assessments.

- The governing body monitor attainment and progress data for the whole school, while the Headteacher and Senior Leaders will monitor assessment data in order to hold teaching staff to account for pupil attainment and progress. This is included within the Performance Management process.

- End-of-year reports comment on pupils' attainment and progress and key assessment data will be included in these reports.

Aylward Primary School -KEY ASSESSMENT DATES

Data	Who?	Report to?	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Formative assessments	CT												
Data Collection	CT	SLT			Wk 2				Wk 2			Wk 3	
Data Check	PL	SLT			Wk 4				Wk 3			Wk 4	
Pupil Progress Meetings	CT/SLT	CT/SLT	Wk 5				Wk3			Wk 4			
Intervention overviews	CT	FLT		Wk 1			Wk 4				Wk 1		
Report to GB	SLT	GB	Wk 4										
Optional testing	CT	SLT						Wk 1					
(GW termly)	CT			Wk 3				Wk 4				Wk 1	
Subject Leader Pupil Conferencing	SL	SLT			Wk 1				Wk 3				
Subject Leader Book Look	SL	SLT		Wk 3				Wk 4			Wk 3		
Targets Updated	CT	SL											
Support plans (SEND)	CT	AHT (inclus)			Wk 1				Wk 1			Wk 1	
EYFS baseline	CT	AHT											
EYFS GLD/ End of KS1/KS2 Predictions		Phase Leaders		Wk 2					Wk 3				
Data Sharing with staff	FLT	All Staff				Wk 3				Wk 3			Wk 2
Reporting to Parents	CT	Parents/ Carers	Wk 2 (Meet the Teacher)		Wk 4 (consultations)				Wk 2 (consultations)				Wk 1 (Annual Reports)

S Moorhouse/S Pearce – Updated September 2026