ST LUKE'S C OF E PRIMARY SCHOOL
ASSESSMENT POLICY

Summer 2025

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.
(https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report)

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- assessment is inclusive of all abilities.
- assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

Delivery

At St Luke's School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate

their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used as follows:

Reading

- **Ongoing assessment of phonics using our Little Wandle Scheme**
  We will use our Little Wandle phonics assessments to assess a child's reading in relation to the graphemes taught within Little Wandle Letters and Sounds. Assessments are found in **Curriculum /Planning/ Subjects / English / Phonics /Little Wandle Letters and Sounds/ Little Wandle Assessment Yr-Y1**
- In Reception and Year 1, a child takes home a Little Wandle fully decodable reading book linked to their secure phonics knowledge. It is the class teacher's responsibility to ensure that reading books taken home are appropriately matched. When children have completed and achieved Phase 5 Little Wandle Letters and Sounds and their assessment demonstrates this, children will move onto reading fluency books (Levels 1-10). Reading Level Information can be found in **Curriculum / Planning / Subjects / English / Reading / Subject Coordinator / Reading Book and Fluency Book Information/ Reading Level Information Sheet.**

Reading Fluency Assessment

- At St. Luke's, a child is considered a fluent reader if they can read 90 or more words a minute (ARE for end of Year 2)
- To assess a child's reading fluency, and to determine which reading fluency book level a child should be on, we use Little Wandle's Reading Fluency Assessments. Both assessment guidance, and fluency assessments, can be found in **Curriculum / Planning / Subjects / English / Reading / Subject Coordinator / Reading Fluency/ Reading Fluency Assessments for Fluency Books.**
- This assessment is for the class teacher's assessment and information purposes when determining which fluency book level to place a child on, whether a child is a 'free reader' and to help determine whether a child's reading fluency is affecting their reading ability.

Little Wandle Assessment and Fluency Book Level Record

When assessing phonics and when reading with children, teachers will record the stage in Little Wandle that children are working on and/ or the reading fluency book level children are on in yellow reading diaries and in SIMS (St Luke's Book Banding Marksheet). This will take place half termly.

Maths

- regular ongoing testing and assessment of NC number objectives including number bonds and times tables and recording of those achieved in SIMS
- using the White Rose App, IXL and Times Tables Rockstars

Other assessments

- making use of rich question and answers
- Marking of pupils' work, particularly next step arrow comments
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, polishing pen, self-marking against agreed success-criteria,
- Peer marking
- Pupil conferencing
- Ongoing assessment of objectives in the National Curriculum relating to Foundation Subjects

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

Reading Assessments

- Every half term, teachers carry out Little Wandle phonics and reading assessments and record the Little Wandle stage children have achieved and/ or the book band children are on in SIMS (St Luke's Book Banding / Little Wandle Marksheet). St Luke's School Reading Band Information can be found in **Curriculum / Planning / Subjects / English / Reading / Subject Coordinator / Reading Book and Fluency Book Information/ Reading Level Information Sheet.**
- Three times a year, in KS2 children will complete a Reading Comprehension test from Headstart Reading Comprehension and marks will be entered into SIMS. These tests can be found in **Curriculum /Planning/ Subjects / English / Reading / Subject Coordinators/ Reading Comprehension /Headstart Reading Comprehension.**

- Each term, class teachers record on SIMS whether the children in their class are at an emerging, developing, expected or mastered level for reading. Termly 'best fit' assessment relating to the National Curriculum age related expectations (See Curriculum / Assessment / English National Curriculum Objectives) (e.g. 1E, 1D, 1S, 1M) reported on SIMS for Reading
- In Year R to Year 2 (and in Years 3-6 for any child on Little Wandle Rapid Catch-Up), using our ongoing phonics assessments, teachers will record the Stage (up to Y1 Summer 2) achieved in Little Wandle Letters and Sounds in SIMS each half term. The best marksheet to use is the year group reading tracking sheet.

Maths Assessments

- Year 2 onwards - A Spring and Summer Maths No Problem Test. (Test A in the Spring Term and Test B in the Summer Term will be completed and entered into SIMS.
- Each term, class teachers record on SIMS whether the children in their class are at an emerging, developing, expected or mastered level for maths. Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 1E, 1D, 1S, 1M) reported on SIMS for Maths.
- Reviews in Maths No Problem can be used by teachers to inform assessments.
- Year R to 4: Ongoing assessment and recording of National Curriculum number objectives and times tables each term.

Writing assessments

- Weekly spelling tests for all children based on spellings in the National Curriculum.
- Autumn and Spring assessment of Y1/ 2, Y3/4 and Y5/6 common exception words. Copies of tests are sent home to parents and teachers record in SIMS when assessments are successfully completed and spelling badges are awarded.
- Twice yearly (Spring and Summer) Year 3 to 6 will complete Grammar and Punctuation assessments (Using Twinkl assessments).
- Each term, class teachers record on SIMS whether the children in their class are at an emerging, developing, expected or mastered level for writing. See Curriculum / Assessment / English National Curriculum Objectives / Writing / Use Writing Objectives for Year group and Punctuation assessment Y1-6 to make a judgement relating to the National Curriculum age related expectations (e.g. 1E, 1D, 1S, 1M)
- Use Writing journals termly to show progress. Ensure that titles clearly show year group, term, date with year. *Teachers should ensure a grade is included at the end of each piece of work in the Writing journal.*
- End of Year Handwriting assessment recorded in SIMS

Other assessments

- Use Science journals half termly at the end of each unit to show progress against objectives in the National Curriculum as outlined in the Science Subject Overview. Ensure that titles clearly show year group, term, date with year. *At the end of each science unit, children should independently complete a piece of work in their Science Journals. These are a snapshot to show the knowledge children have learnt and the scientific skills they have developed. Activities should also provide opportunities to show scientific skills (eg. Conducting and writing up an investigation, exploring possible ideas to investigate a scientific question, making*

predictions). Teacher should ensure a grade is included at the end of each piece of work in the Science journal.

- At the start of Science, Geography, History and RE.'Initial learning sheets' are used to show what children know or want to find out. These are updated at the end of a unit.
- Ongoing, in lessons, teachers assess whether children are meeting objectives as outlined in subject overviews for foundation subjects. They use information gained throughout the year to record on SIMS annually whether the children in their class are at an emerging, developing, expected or mastered level (e.g. 1E, 1D, 1S, 1M) for all foundation subjects. Teachers may assess in an ongoing way by reviewing what children record on their 'Initial Sheets' at the start and end of a unit of learning. or they may document on an ongoing basis e.g. annotated planning or markbook. They may also include specific assessment activities in the year to assess sticky knowledge.
- Reviews for pupils with SEN and disabilities
- Termly SIMS assessments – marksheets and tracking grids.
- Vernon spelling tests for SEND children x 2 a year.
- Termly monitoring of SIMS marksheets
- Mid and end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations, with the opportunity for parents to find out scores in assessments.
- Following Summative assessments, a record of test scores will be collected in SIMS and reported to parents where appropriate, providing parents with a clear picture of where their children's strengths and weaknesses lie in relation to maths, reading, writing, spelling, punctuation and grammar and what they need to do to improve. Parents will have access to completed tests to support them in improving areas in need of development at home. We hope that in sharing assessment scores regularly with parents, this will help with home learning and clearly reinforce the partnership between parents and schools in supporting children's education

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

• A Baseline Assessment in Year R
- A phonics test in Year 1
- Multiplications Check in Year 4
- National Curriculum tests and teacher assessment at the end of Key Stage 2 using the assessment frameworks.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Education and Behaviour Committee.

This policy was reviewed in Summer 2025