



# **Assessment Policy**

# **Falconhurst School**

Reviewed: February 2026  
Next review: February 2028

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### 1. Our core principles

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote expected or better progress for individuals, groups and cohorts. At Falconhurst, we use the National Curriculum and Early Years Framework and associated guidance as a starting point for all of the teaching and learning experiences that we provide for our children. We celebrate all achievements across a broad and balanced curriculum, including sport, arts and values.

### 2. Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning and aspirational outcomes for children at the end of each milestone and Key Stage
- Review the effect and impact over time of 'keep-up' strategies
- Inform parents and the Governing Board about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

### 3. Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings with senior leaders. Focus groups include, but are not limited to:

- Pupil Premium
- SEND
- More able and children who had High Attainment in previous end of Key Stage assessments
- Lowest 20% attainers who are not securing typical levels of attainment over time

- English as Additional Language
- Children deemed to be ‘vulnerable’ or ‘at risk’ as a result of Social care intervention/need
- Gender

#### 4. Types of Assessment

##### **Formative**

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to advise children of appropriate development points (sometimes referred to as next steps), inform planning, resources and support in order for all children to progress. This is assessment of what is needed to fill gaps in learning or more deeply embed key concepts. Teaching Assistants are playing an increasingly influential role in the daily ‘assessment’ of children with EHCP’s or high-level SEN Support Plan needs as they fulfil the role of a keyworker who adapts plans, implements programmes, adapts to pupils’ needs and reports onwards to the class teacher.

##### **Summative**

Children across the whole school (Nursery to Year 6) are assessed periodically in order to establish what knowledge or skills have been fully ‘learnt’ and are therefore embedded within a child’s long-term memory. Point in Time Assessments (PITA) of individual pupils’ levels of attainment and associated progress are recorded on Insight.

PITA attainment options in Early Years are informed by the EYFS profile. Children’s depth of skill, knowledge and understanding throughout the year is recorded as Below Typical, Typical or Above Typical; these judgments then contribute to an overall ‘best fit’ judgement at the end of Reception of a pupil being at an ‘emerging’ level or ‘expected’ level.

From Year 1; staff continue to record assessments for pupils at a termly point in time using the following terminology:

- *Targeted Outcomes* - intended to sharply focus on addressing gaps in knowledge, skills and/or understanding.
- *Working Towards* - intended to highlight a proximity to age-related expectations with concentrated and targeted focus
- *On-Track* - demonstrates that the pupil is on a trajectory for age-appropriate outcomes at the end of the year
- *Highly Secure* - intended to highlight a level of knowledge, skill and understanding which is more secure than typical and therefore should be provided with suitably matched challenge and expectations.

A range of 'test materials' are used to support teachers with making accurate teacher assessment judgement. These can include past SAT papers, knowledge organisers, mini quizzes and published tests (Holborn). Summative assessments are carried out towards the end of every term, they are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

## 5. Use of Point In Time Assessment (PITA) for Summative Assessment

Adopting a PITA approach to summative assessment enables us, at any point in time, to see which pupils are working below, struggling, coping well, or attaining high standards for that point in the year. It means that assessment is always directly comparable with prior attainment but is not a forecast of attainment at the end of the academic year or key stage.

For pupils who are consistently assessed as *On Track* throughout the year, we are secure in the progress being made, since these children are broadly keeping pace with the curriculum as it is taught. Similarly, there will be pupils who maintain a level of attainment which is notably below and referred to as *targeted outcomes* (*SEND/EHCP children*), *Working Towards* (*Target Catch-Up children*) or *Highly Secure* (*More Able children*). Critically, the periodic gathering of summative teacher judgments allows us to notice drifts between levels of attainment and ongoing levels of Well-Below/Below attainment amongst pupils which then promotes critical questioning and analysis:

1. What proportion of children have maintained their depth of understanding over time?
2. Where progress has been accelerated and attainment levels increased:
  - a. What has contributed to this?
  - b. What needs to continue or change to sustain the pupil's level of attainment?
  - c. What can be replicated amongst other pupils/subjects to increase accelerated rates of progress?
3. Where progress has not kept pace with expectation and attainment appears to have declined:
  - a. What has contributed to this?
  - b. What adaptations and/or adjustments need to be implemented within the resource available?
  - c. What awareness do pupils and families have of the attainment decline
4. What evidence is there that children who remain on targeted outcomes or working towards are progressing and securing improved outcomes?
  - a. In SEND Support Plans?
  - b. In TA Provision Maps?
  - c. In reading records and/or Phonic interim checks?
  - d. In reports from external partners – Speech and Language, LA Outreach and Intervention Teams

## **6. Additional External Assessment Requirements:**

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of Year 2 (Phonic Screening re-check if required)
- Multiplication Tables Check in Year 4
- End of KS2 (Year 6 SATS)

## **7. Roles and Responsibilities**

- Governing Board: Monitor whole school attainment and progress data
- Headteacher and Assistant Heads: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Subject and Phase Leaders: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

## **8. Communication with Parents**

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of term and end of year reports will comment on children's attainment and effort, and national assessment data will be included in annual reports for pupils where relevant.

## **9. Feedback to Pupils (Marking and Discussion)**

Feedback is a valuable and essential part of the teaching and learning process as it informs children and their teacher's on-going assessments of what is lacking and what is learned. Teachers significantly improve learning outcomes through effective feedback. Feedback can take many forms across school but is primarily focussed on verbal feedback which is either 'in the moment' or in a 1:1 dialogue alongside the pupil's learning. There are no expectations that teachers use specific colour highlighters, scaffolded marking or marking codes - feedback is undertaken by all staff using their professional judgement and to the highest standard.

Effective feedback ensures that children increase their capacity to know and remember more whilst understanding their achievements and identifying what they need to do

in order to improve further. It has the potential to raise standards of achievement of all children by:

- Motivating children to understand how to take responsibility for their own learning and strive to improve
  - Supporting children in assessing their own learning as well as that of their peers with clear success criteria
  - Assisting pupils in understanding what they need to do to move their learning on by providing clear models, challenges and scaffolded next steps
  - Providing a record of pupils' progress to inform planning and secure accurate assessments of attainment.
- Encouraging children to develop ownership of their learning journey right from the start of schooling with effective questioning/conversation in EYFS