



# CRAYKE

CHURCH OF ENGLAND PRIMARY SCHOOL

Respect | Friendship | Forgiveness | Determination

*"Follow your pathway and we grow together with confidence"*

# Assessment Policy

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

- Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014. "This policy complies with current statutory requirements and guidance, including the Education (Pupil Information) (England) Regulations 2005 (as amended), the Department for Education guidance on assessment (including Assessment without Levels guidance and the 2024/25 statutory assessment frameworks), and expectations within the Ofsted Education Inspection Framework (2025). The Assessment Coordinator will ensure the policy is updated to reflect any changes in statutory assessment or reporting requirements."

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

## 3. Assessment approaches

At Crayke Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 3.1 In-school formative assessment

Teachers will use high-quality verbal and written feedback to move learning forward. Feedback will be timely, specific to the lesson's learning objective, and indicate the next steps for improvement. Feedback approaches will be appropriate to the subject and the age of the child: for example, oral feedback and conferencing will be prioritised in EYFS and for early writers; written feedback and editing prompts will be used in upper KS2 writing. Feedback expectations are set out in the Feedback and Marking Addendum (see Appendix A).

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment techniques include – for example, marking and feedback, questioning, regular short recap quizzes, self and peer-assessment and/or observations.

### 3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Termly summative checks will be recorded on the Insight tracker (Autumn, Spring, Summer). In addition to NFER/practice SATs tests, teachers will use agreed end-of-unit assessments mapped to the curriculum sequence. To ensure reliability, termly moderation activities will take place: internal moderation across mixed-age classes; cluster moderation with Easingwold schools; and subject-specific moderation led by subject leaders. Records of moderation and any resulting actions will be retained centrally.

### 3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

➤ **Teachers** to understand national expectations and assess their own performance in the broader national context

➤ **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

➤ Early Years Foundation Stage (EYFS) profile at the end of reception

➤ Phonics screening check in year 1

➤ National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

## 4. Collecting and using data

All summative outcomes will be recorded securely on Insight. The Assessment Coordinator will produce termly reports for SLT and governors showing attainment and progress for cohorts and targeted groups (PP, SEND, EAL). Key measures will include: percentage of pupils meeting end-of-year expectations, progress relative to starting points (value added), and attainment gaps for disadvantaged and SEND pupils. Data handling will comply with GDPR and the school's Data Protection Policy.

## 5. Reporting to parents

Assessment data is reported to parents through annual reports and parents' evenings.

Parents will receive: two interim reports (Autumn term and Spring term summaries), a full written report (end of Summer term) including statutory test outcomes where relevant, and two formal parents' evenings (Autumn and Spring). Reports will include clear next steps for learning and opportunities to discuss these with teachers. Where pupils have SEND, an annual review or EHCP review meeting will include assessment evidence and next steps

At the end of KS1 and KS2:

- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)
- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

## 6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

For statutory and in-school assessments, the school will identify and implement reasonable adjustments (e.g., extra time, reader, scribe, adapted materials) according to the child's needs and in line with JCQ/DfE guidance for statutory tests. For small-group and classroom assessments, teachers will adapt tasks and success criteria so that progress is assessed relative to individual targets.

## **7. Training**

Training is provided for staff on induction and as required by the Assessment Coordinator.

The Assessment Coordinator keeps abreast of good practice by accessing training and support via Curriculum Network Meetings and through consultations with Insight Data Consultant.

The Assessment Coordinator will maintain a rolling CPD plan, including induction training for new staff, termly moderation training, and annual external training (e.g., Insight data, statutory assessment updates).

## **8. Roles and responsibilities**

### **8.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### **8.2 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### **8.3 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

## **9. Monitoring**

This policy will be reviewed at least every 3 years by the Governing Body. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Assessment Coordinator is responsible for ensuring that the policy is followed.

The Assessment Coordinator will monitor the effectiveness of assessment practices across the school, through:  
– for example, moderation, lesson observations, book scrutinies and/or pupil progress meetings.

## **10. Links with other policies**

This assessment policy is linked to:

- Teaching and Learning policy
- Early Years Foundation Stage policy and procedures