

Assessment and data Policy

Signed:

Chair (LGC): S. Phillips

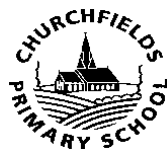
Chair (Trust): S. Gribbin

Head: D. Beardsmore

CEO: R. Swindells

Date: 15th October 2026

Review date: October 2028



Churchfields Primary School Assessment and data policy

Assessment and Data Policy

At Churchfields Primary School, we are committed to creating a quality-first teaching and learning environment with high aspirations for all. Our assessment and data policy is an integral part of the curriculum, helping pupils to make progress and enabling staff to identify what pupils know, remember and can do.

The key assessment principle for Churchfields Primary School is that the purpose and use of assessment and data must be clear, relevant, proportionate and aligned with the school's aims and values.

We ensure each assessment is:

- Positive
- Manageable
- Useful and used
- Consistent

Assessment and data collection should be purposeful and manageable. We do not routinely record formative assessment data or collect evidence solely for accountability purposes.

Aims of Assessment at Churchfields Primary School:

Assessment for learning and assessment of learning are distinguished clearly in our understanding of the key types of assessment: formative and summative and within this, our aims are:

- Identify and support next steps in learning
- Track individual and cohort progress
- Inform target setting and school development priorities
- Promote equity and inclusion for all pupil groups.

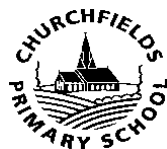
Types of Assessment:

Formative and summative assessment are overlapping and complementary ways of assessing pupil learning and progress. Our aim is to identify strengths and areas for development for each pupil and to use assessment to improve teaching, attainment and individual pupils' learning.

Formative assessment (Assessment for learning). This is vital and informs day to day teaching

Effective in-school formative assessment enables:

- Teachers to understand 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 that build on prior attainment.
- Pupils to measure their knowledge and understanding against the crucial knowledge, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and areas of development lie, and what they need to do to improve.
- Teachers and pupils to reflect on performance and identify appropriate next steps for further development.



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At Churchfields, we ensure that formative assessment takes place in each lesson and forms the basis for the next steps of learning. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and Feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.
- Questioning (closed and open ended) is a main part of any classroom teaching and at Churchfields, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Development of I do, we do and you do ensures lots of opportunities for children to show their knowledge
- Self-assessment and peer assessment are used, where appropriate, so pupils can reflect on the accuracy and quality of their own work and that of a learning partner.
- Crucial knowledge is always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they are working to secure.
- Oral (live) feedback plays an integral role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the lesson's crucial knowledge.
- Ongoing formative assessment ensures that knowledge, skills and understanding are continually checked; gaps and misconceptions are identified quickly; and teaching, intervention or additional practice is adapted in response.

Summative assessment (Assessment of learning)

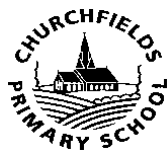
Effective in-school summative assessment enables:

- 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 can recall the crucial knowledge and apply to a course of work taught over a period. It should be used to provide feedback on how the children can improve.

At Churchfields Primary School, we use the outcomes of assessment to check and support our teaching standards and help us to improve. Working with other schools within the trust, is crucial in this process, along with using external tests and assessments. We assess pupils against crucial knowledge statements, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to recall. These assessment criteria are derived from the knowledge-based school curriculum, which is composed of our crucial and extended knowledge statements.

The achievement of each pupil is assessed against relevant curriculum criteria three times per year, at the end of the autumn, spring and summer terms, for reading, writing and mathematics. Science and foundation subjects are assessed at appropriate points, normally at the end of a unit or topic. For internal tracking, Churchfields uses WTS (working towards), EXP (expected) and GD (greater depth) where appropriate. These are school tracking descriptors and do not replace the statutory national assessment frameworks.

Assessment judgements are informed by a range of evidence, including day-to-day classroom assessment, pupils' work and appropriate testing. Judgements are moderated by colleagues in school and across the



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Collective Vision Trust where appropriate. Statutory Year 6 writing teacher assessment is moderated in line with current national requirements; end-of-Key-Stage-1 assessment is non-statutory and any Year 2 moderation is for internal consistency.

At Churchfields Primary School, no single assessment resource is used in isolation to determine in-school summative judgements. Teachers consider a range of evidence so that assessment is reliable, proportionate and useful. An overview of the main assessments used is detailed below by subject:

In maths:

- White Rose end-of-unit assessments may be used at the beginning and/or end of a unit to help teachers identify prior knowledge, misconceptions and the impact of teaching.
- Year 6 pupils complete appropriate past or practice SATs materials at planned assessment points. Year 2 pupils may complete optional KS1 materials for internal assessment and target-setting only. Results are recorded in the relevant assessment area on Teams.

In reading:

- Test base designed assessments are used in year 1-5.
- Years 2 and 6 may also complete appropriate national test materials at planned assessment points. Year 2 materials are optional and used for internal purposes; Year 6 materials support preparation for statutory KS2 assessment.
- The aim of these assessments is to support, not replace, teacher judgement alongside evidence from pupils' English work and whole-class reading.

In writing:

- Writing assessment grids/TAF-style criteria are used to support judgements against key areas of writing. A range of independent writing is considered over time, including planned cold or independent pieces where appropriate.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

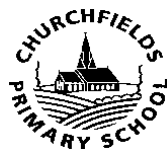
School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

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.

Pupils take part in statutory national assessments and checks at the required points. The school may also use practice or standardised assessments at planned points where they provide useful information and do not create unnecessary workload.

- Reception Baseline Assessment (RBA), completed within the first six weeks of a pupil starting Reception
- Early Years Foundation Stage Profile (EYFSP), completed at the end of Reception



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- Phonics Screening Check in Year 1 (and in Year 2 where required)
- Optional end-of-Key-Stage-1 tests in Year 2, which Churchfields currently chooses to use for internal assessment and target-setting only
- Multiplication Tables Check (MTC) in Year 4
- Statutory KS2 tests in Year 6 and statutory Year 6 writing teacher assessment

Access arrangements and reasonable adjustments for statutory assessments are considered for individual pupils in line with current Standards and Testing Agency guidance and pupils' normal way of working.

Year 6 parents' evenings are structured so that parents and carers are clear about statutory assessment expectations, their child's current attainment and how they can support learning at home.

Use of Assessment

Assessment must also engage the pupils in their own learning process and self-assessment is an essential part of this. Therefore, we aim to:

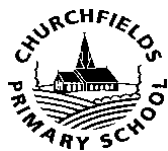
- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Allow pupils to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to pupils; presenting pupils with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to recall and apply crucial knowledge in different contexts.
- Ensure that planning is led by crucial knowledge and scaffolded for learning needs.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.
- Gain evidence of learning from the process as well as the outcome.
- Inform parents and carers of their child's progress at key points in the year and more frequently, if appropriate.

Strategies for assessment

In order for assessment to play a more constructive role in the learning process and to genuinely promote life- long learning, pupils need to be actively involved.

This will include:

- Sharing crucial knowledge during the input
- Sharing success criteria or WAGOLL
- Self-marking
- Open ended and closed questioning
- Time provided for editing/improving work
- Peer assessment (e.g.: talk or response partners)
- 1:1 discussions with pupils
- Sharing individual or group learning targets/goals



Marking and Feedback

Typically, feedback (both written and oral) has two main purposes:

- To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
- To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.

Marking and feedback must be in line with the Churchfields Marking and Feedback Policy. Feedback should:

- be appropriate to the task and accessible for the pupils.
- help to identify misconceptions.
- be focussed and prioritised.
- take place promptly enough for pupils to remember the context, either within the lesson or at the start of the next lesson.

Targeted Teaching

Some pupils have individual learning targets they are working towards. These have been shared by the SENDCo with teachers, teaching assistants, pupils and parents.

Pupils identified as having Special Educational Needs and/or Disabilities (SEND Support) have their own SEND Support Plans which detail individualised targets and intervention strategies to support their learning at school. These are also shared with parents.

Sharing assessment information

Subject leaders use agreed assessment information on the school's Teams area to monitor curriculum impact and identify priorities. At termly summative assessment points, the assessment lead analyses relevant data and shares appropriate information with staff, senior leaders and governors.

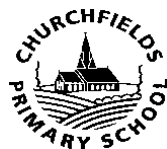
Data protection and confidentiality

Assessment information is personal data and must be collected, stored, accessed, shared and retained securely in line with current data protection legislation, the Trust/school data protection policy, privacy notices and retention schedule. Access is limited to those who need the information for legitimate educational, safeguarding, statutory or administrative purposes.

When assessment information is shared outside the school or Trust, staff must use approved secure systems and ensure there is an appropriate lawful basis for the sharing. Personal assessment data must not be entered into unapproved digital or generative-AI tools.

Reporting to Parents:

- Parents' evenings and annual reports identify achievements and progress in knowledge, skills and understanding, together with appropriate next steps in learning.



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- Parents and carers receive the information required for statutory assessments and checks, including the EYFS Profile in Reception, the Phonics Screening Check in Year 1, the Multiplication Tables Check in Year 4 and KS2 assessment information in Year 6. Year 2 optional assessment information is shared where appropriate as part of the school's reporting arrangements.

Target Setting

Assessment information is used to set and review school, cohort, group and, where useful, individual learning priorities in reading, writing and mathematics. Targets are purposeful, proportionate and focused on improving teaching and pupil learning.

Pupil progress meetings take place at planned points during the year to identify strengths, barriers, pupils or groups requiring additional support and agreed next steps. Pupil outcome data will not be used in isolation to judge teacher performance.

At the end of the academic year, a final teacher assessment is made. Where pupils have made less progress than expected, teachers record relevant context, support and intervention so that useful information can be carried forward to the next teacher and inform future provision.

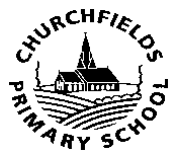
Early Years Assessment

Children in the EYFS are assessed through ongoing observation, interaction and professional judgement, informed by the statutory EYFS framework and Development Matters (non-statutory guidance). In Reception, the statutory Reception Baseline Assessment is completed within the first six weeks of a pupil starting Reception and the statutory EYFS Profile is completed at the end of Reception. The EYFS Profile assesses children against 17 Early Learning Goals across seven areas of learning; judgements are recorded as 'expected' or 'emerging'.

EYFS assessment must not create burdensome evidence-gathering. Practitioners are not required to collect photographs or written evidence to prove EYFS Profile judgements; professional knowledge of the child, built over time through high-quality interactions and observation, is central.

Prime Areas	Specific Areas
Personal, Social and Emotional	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design

When assessing children against the Early Learning Goals, practitioners consider the whole description for each goal and use their professional knowledge of the child. The Early Learning Goals are interconnected and should be considered alongside the child's development across the seven areas of learning.



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The assessments are used to:

- Inform parents and carers about their child's development, achievements and appropriate next steps.
- Support an effective transition into Year 1 by sharing relevant information so that teaching can build on each child's learning and development.

Staff training and development

Staff receive regular CPD on assessment practice, moderation, statutory assessment requirements and the proportionate use of data.

Internal and Trust-wide moderation takes place at planned points to support consistency and professional dialogue.

Monitoring and Evaluation

The headteacher and the senior leadership team will ensure this policy is implemented consistently throughout the school.

The implementation of this policy will be evaluated annually and the policy will be formally reviewed at least every two years, or sooner if statutory guidance, national assessment arrangements or school practice changes. Any whole-school implications will be considered for inclusion in the School Development Plan.