



Chestnut Lane School

Assessment Policy

(Please also refer to the Marking and Feedback policy)

Reviewed: December 2025
Next Review: December 2027

1 Our Assessment aims

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. Assessment for learning supports the learning process in the short, medium and long term. The product of assessments and records of children's attainment and achievement over time form an essential part of the school self-evaluation process. Please refer to Appendix A for Chestnut Lane School's Assessment Flowcharts which outline the cycle of assessments.

Through assessment at Chestnut Lane School, we aim to:

- gather a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and the whole school so that it can be used to inform planning at a range of levels;
- gather information to inform teachers as to what should be taught next and to support the children in understanding their next steps;
- gather information to inform parents and carers of their child/ren's progress and areas for development;
- ensure that assessment, recording and reporting is an integral part of school procedures and that information is shared with all staff who are involved in the children's education during their time at Chestnut Lane School;
- provide information to inform the school's self-evaluation process that will then be built into the school development plan;
- track the individual progress and attainment of every child.

Key elements of assessment for learning:

- *Accurate* assessment – knowing what the standards are, judging pupils' work correctly and making accurate assessments linked to the National Curriculum or EYFS framework.
- *Fair* assessment – knowing the methods used are valid, for example knowing that the work assessed as independent is a true reflection of what a child can do.
- *Reliable* assessment – ensuring that judgements are consistent and based on a range of evidence.
- *Useful* assessment – identifying barriers to pupil progress and using that information to plan and discuss the next steps in learning.
- *Focused* assessment – identifying areas of a child's learning where there are barriers to progression, which might, for example, benefit from the attention of one-to-one support.
- *Continuity* of assessment – enabling better transfer between years and possibly schools (Government guidance states that schools can select their own assessment procedures).

2 Assessment procedures at Chestnut Lane School

Chestnut Lane School Early Years staff track children throughout the year for the seven areas of learning. They use the guidance of EYFS Development Matters, to monitor whether children are accessing Age Related Expectations.

National curriculum statements have been adopted as the Key Stage 1 approach to tracking progress and attainment for Reading, Writing and Maths in Key Stage 1. Foundation subjects are assessed against the 'I can' statements on the school's foundation subject tracker, which is based on the National Curriculum.

This enables teachers to make judgements about pupil progress and to fine-tune their understanding of learners' needs and tailor their planning accordingly.

Meaningful and useful information about the pupils' achievement and progress is transferred with the pupils as they move from:

- Preschool to Reception
- Between classes
- Key Stage 1 to Key Stage 2 (junior school).

Attainment and progress will be analysed in terms of cohorts/groups of pupils as well as analysis of the achievement and attainment of all individual pupils:

- EYFS Framework (including Early Learning Goals and Development Matters)
- National Curriculum Programmes of Study.

For more information about Early Years assessment procedures at Chestnut Lane School, refer to the EYFS Policy.

3 Assessment will be used in the following ways:

- a) Formative – EYFS/National curriculum statements, the information gained ‘forms’ or affects the next learning experience.
- b) Diagnostic – finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
- c) Evaluative – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- d) Summative – systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.
- e) Observational – assessment of a child's achievements, interests and learning styles, recorded by adults and used to inform planning.

4 Assessment in this school is enhanced by:

- Pupils' involvement in self and peer assessment
- The involvement of parents through the Reading Logs, Communication Books, Homework Books and online learning journals (e.g. Tapestry)
- Observations of, and comments made by, individual pupils (Pupil voice)
- An effective programme of CPD/training for all staff to ensure they feel confident and competent to conduct assessments at all levels.

5 Monitoring and evaluation:

The Headteacher and SLT (Senior Leadership team) will ensure this policy is implemented consistently throughout the school using strategies such as:

- Discussions with teachers (Pupil Progress Meetings), pupils and parents/carers
- Sampling pupil records and reports
- Sampling teacher's planning and assessment records
- Regular work scrutinies
- Analysis of curriculum assessment data
- Analysis of intervention assessments and impact maps.

The school's assessment procedures are regularly moderated by external agencies to ensure accuracy of judgements. Teachers also participate in moderation exercises across the school, and with other local schools.

6 As a result of good assessment procedures:

Teachers will know:

- where the pupils are starting from;
- if the class overall has learned what was planned and taught;
- whether the pupils are making the progress expected to reach their challenging targets;
- whether the children are making sufficient progress in order to close the gap and reach national curriculum expectations;
- whether the pupils are applying their skills, knowledge and understanding across the curriculum;
- which pupils need more help and in which areas;
- which pupils require further challenge;
- whether planned activities are well resourced and staff are fully utilised to impact upon the progress that children make;
- how the teaching can be modified and improved in the future.

The SLT will know:

- if pupils are making the progress required for them to reach or exceed their targets;
- if there are any problems with planning, teaching or resources;
- if the progress of the children in the school is in line with the school expectations;
- how Chestnut Lane School compares with other similar schools and nationally;
- what aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children.

Parents and carers will know:

- how much progress their child is making in all subjects, including the characteristics of learning/learning behaviours. In the autumn and spring terms parents will be provided with updates on their child's smaller steps of progress. At the end of the year they will receive a personalised report to outline achievements, as well as results from statutory assessments;
- if their child has any specific strengths or areas for development;
- what the school is doing to help their child with specific strengths or areas for development;
- what they can do to help their child to make progress.

The LA/Government will know:

- how Chestnut Lane School is performing in terms of attainment and narrowing the gap in relation to national expectations;
- the impact of the school development plan;
- attainment in the school in terms of teacher assessment at the end of Early Years and KS1;
- how Chestnut Lane School compares with similar schools and nationally.

7 Recording

Recording will be manageable and relevant at short, medium-term and longer-term levels. The degree of the detail will depend upon whether:

- It is a core or foundation subject
- The subject is an area for school improvement.

All teachers in the school will maintain short, medium and long-term recording for assessment.

Short-term recording will:

- inform planning at short and medium-term levels. In Key Stage 1, an 'A' in books helps to indicate assessment at the start of a term/unit of work.
- be useful when talking to other teachers/SENCo/ or other staff when identifying particular strengths or areas for development;
- inform the teaching approach;
- inform the grouping of pupils;
- inform the deployment of staff;
- inform the choice of resources.

Verbal assessment will be used to:

- make lesson objectives and success criteria explicit;
- check oral understanding of pupils;
- use a variety of different types of questioning to enable pupils to self-assess;
- reinforce and/or extend learning to monitor pupils' long-term memory.

When teachers use a range of open and closed questions, they will:

- provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class, using appropriate technical vocabulary;
- regularly check understanding, develop the concept taught and reinforce learning throughout the lesson;
- use pupil interviews and discussions to enable pupils to know what to do next to continue making progress;
- provide opportunities for pupils to review their achievements;
- mark/respond to pupils' work, including highlighting developmental points and including annotations for other adults where appropriate.

Medium-term recording:

Periodic assessment and medium-term records using the EYFS statements/National curriculum statements/foundation subject tracker will:

- allow teachers to make judgments against the EYFS Framework/National Curriculum performance descriptors using work produced independently by individual children;
- allow teachers and the SLT to monitor progress and evaluate the impact of interventions a child may have received;
- allow for parent-teacher discussion during meetings;
- outline areas to develop in foundation subjects.

Long-term assessment will include statutory assessments as outlined by the government each year such as:

- The Early Years Foundation Stage Baseline and End of Year Profile
- The Year 1 and 2 Phonics Screening Checks
- Teacher assessments at the end of KS1 following the non-statutory teacher assessment frameworks.

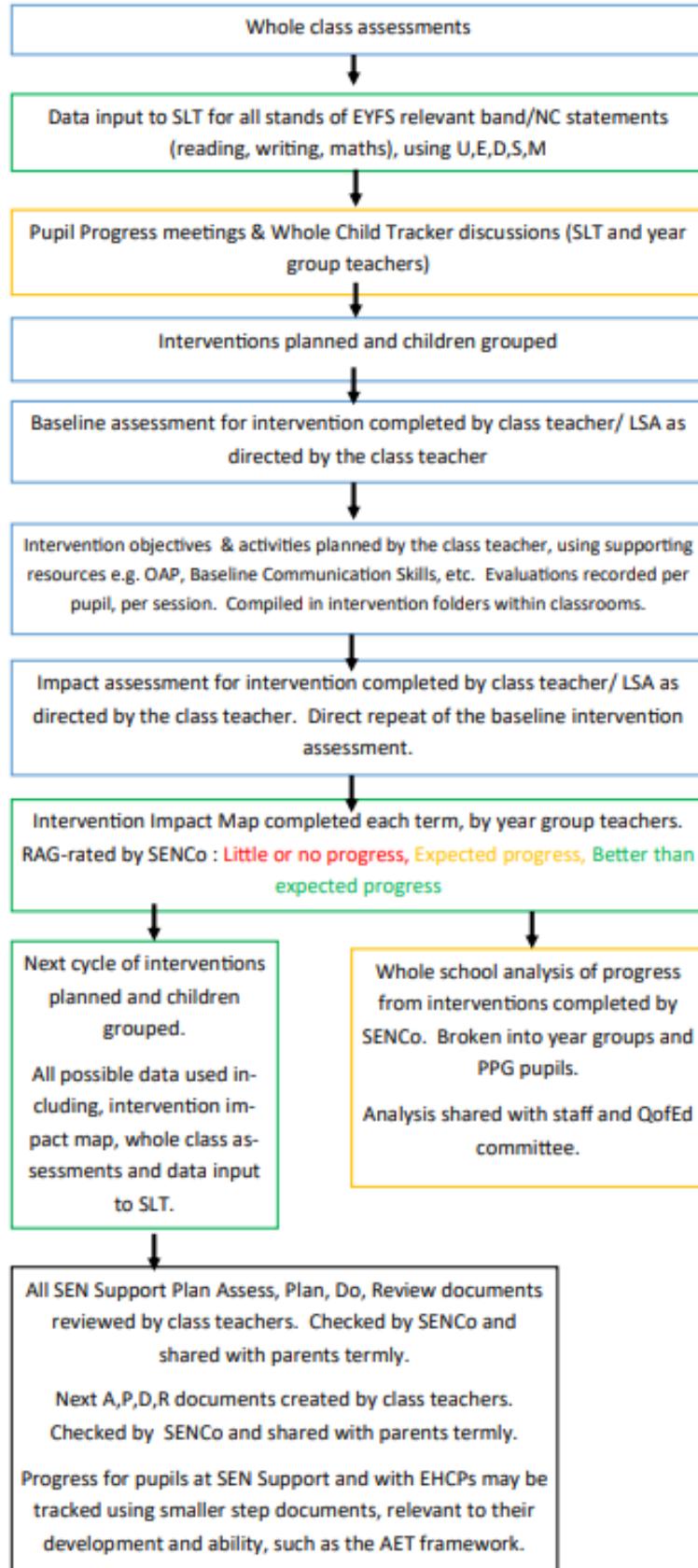
In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

This policy will be evaluated and reviewed annually by the Quality of Education Committee. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

Appendix A - Assessment Flowcharts



Assessment Overview – Interventions



Assessment Overview – Early Years (Reception)

