

Assessment policy

Emmanuel Christian School



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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 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. Principles of assessment

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is

- to inform the children to enable them to develop their learning.

4. Assessment approaches

4.1 Formative Assessment

- Ongoing questioning, feedback, and observation are embedded in daily teaching.
- Teachers provide clear feedback in line with the school's **Marking and Feedback Policy**, ensuring pupils know how to improve.
- Pupils are encouraged to reflect on their learning and take ownership of next steps.

4.2 In-School Summative Assessment

- Used to evaluate pupil progress at the end of units or terms and to inform parents and leaders.
- Assessment activities include end-of-unit maths tests, writing hand-ins, spelling/handwriting checks, phonics trackers, and foundation subject end-of-topic assessments.
- Mock exams are conducted at Key Stage 4 to prepare pupils for GCSEs.

4.3 Nationally Standardised Summative Assessment

- EYFS Profile at the end of Reception.
- Year 1 (and re-take in Year 2) Phonics Screening.
- Progress Test in English (PTE) and Progress Test in Maths (PTM) in Years 1–9.
- GCSE examinations in Years 10–11.

5. Collecting and Using Data

- **Frequency:** Data is collected every half term in line with the school's published Assessment Arrangements.
- **Primary Data Collected:**
 - Baseline assessments at the start of the year (EYFS Development Matters, phonics, writing).
 - Termly maths (White Rose assessments, ongoing end-of-unit tests).
 - Half-termly foundation subject end-of-topic assessments.
 - PIRA Reading tests (termly).
 - Writing hand-ins (Autumn 2, Spring 2, Summer 2).
 - Handwriting and spelling assessments (termly).
 - Multiplication tests Year 3 upwards.
 - EYFS tracker updates each term.
 - GCSE mocks at set points.
- **Tracking:**
 - Years 1–9: Attainment is reported as *Below Year, Emerging, Developing, Secure, Greater Depth*.
 - Years 10–11: GCSE grades 1–9.
- **Review and Action:**
 - Data is inputted into the school's assessment spreadsheet by the Headteacher.
 - Pupil Progress Meetings are held termly to review outcomes with teachers.

- Leaders analyse data to identify pupils at risk of underachievement and put interventions in place.
- **Reporting:**
 - Parents receive feedback via parents' evenings (Autumn 2, Spring 2) and end-of-year reports.
 - EYFS results, statutory checks, and GCSE results are reported to parents in line with national requirements.

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.

7. Roles and responsibilities

7.1 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

7.2 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

7.3 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

8. Monitoring

This policy will be reviewed every year by Andy Harris. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT members are responsible for ensuring that the policy is followed.

The Head Teacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, and/or pupil progress meetings.

9. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Non-examination assessment policy
- Examination contingency plan