



Assessment Policy

POLICY OWNER

Laura Kerr/Christian Lim
Headteachers

DELEGATION

Full Governing Board

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emailing

admin@alfredsutton.reading.sch.uk
Admin@redlands.reading.sch.uk

Alfred Sutton Primary School
148 Wokingham Road
Reading
RG6 7BL
DFE No: 870/2000
www.alfredsutton.primary.co.uk

Redlands Primary School
Lydford Road
Reading
RG1 5QH
DFE No: 870/2018
www.redlandsschool.co.uk

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1. Our Assessment Vision

At the East Reading Federation, assessment is about helping every child learn and progress. We use assessment to understand what children know, identify what they need to learn next, and adapt our teaching to meet their needs.

Through our federation, we strengthen our assessment practices through regular cross-school collaboration and moderation, ensuring consistency, accuracy and the sharing of best practice across both schools.

Our assessment approach is built on three fundamental beliefs:

- **Assessment is for learning, not just of learning** – it drives teaching and supports progress
- **All children can achieve** – we maintain high expectations while recognising individual starting points and needs
- **Evidence-based practice matters** – our approaches are informed by robust educational research

2. Legislation and Guidance

Schools have been free to develop their own approaches to assessment since National Curriculum levels were removed in 2014.

This policy ensures that the following recommendations and guidance are followed:

- The recommendations in the final report of the Commission on Assessment without Levels (2015)
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1
- The Early Years Foundation Stage (EYFS) statutory framework
- The National Curriculum in England: framework document
- Standards and Testing Agency (STA) guidance on statutory assessments

This policy also reflects best practice guidance from:

- The Education Endowment Foundation (EEF), particularly research on feedback and metacognition
- Ofsted's Education Inspection Framework (2025)
- The Independent Teacher Workload Review Group recommendations

3. Principles of Assessment

Our assessment is:

Accurate

- Based on clear national and year group standards

- Informed by multiple sources of evidence over time
- Strengthened through rigorous moderation processes within our federation and with external partners
- Benchmarked against standardised assessments where appropriate

Fair

- Using valid methods appropriate for all children
- Recognising different starting points and rates of progress
- Accessible for pupils with SEND, EAL and other needs
- Free from bias and based on evidence, not assumptions

Reliable

- Consistent in application across classes, year groups and schools in our federation
- Quality assured through regular moderation
- Informed by teacher expertise developed through ongoing professional learning

Useful

- Identifying specific barriers to learning and informing clear next steps
- Enabling rapid intervention for pupils who need additional support
- Supporting teachers to adapt teaching to meet pupil needs
- Providing meaningful information to pupils, parents and other stakeholders

Focused

- Targeting support where children need it most
- Using 'rough and fine filters' – broad overview for most pupils, detailed analysis for those needing additional support
- Prioritising the 'big ideas' and key concepts that matter most for long-term learning

Manageable

- Avoiding unnecessary workload for teachers
- Using efficient systems and tools (such as Sonar) to streamline data collection
- Following the principle: "collect once, use many times"
- Ensuring every assessment activity has clear value and impact on pupil progress

What Assessment Is NOT:

- Excessive testing that interrupts learning
- Levels or grades for every piece of work

- Comparison between children that labels or limits them
- A source of anxiety for pupils, parents or staff
- Performance management of teachers (assessment data informs teaching, not teacher judgement)

4. Formative Assessment: How We Assess Learning Every Day

What is Formative Assessment?

Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Formative assessment happens continuously in every lesson. It's how teachers check understanding, give feedback, and adjust teaching in real-time to help children learn. It is woven seamlessly into high-quality teaching.

What Does This Look Like in Practice?

Our formative assessment includes:

Rich Questioning and Discussion:

- Open-ended questions that require thinking and reasoning
- Targeted questions to check understanding of key concepts
- "Tell your partner" opportunities for collaborative thinking
- Whole-class discussions that reveal misconceptions

Responsive Teaching:

- Teachers observing pupils during lessons and adjusting teaching accordingly
- Addressing misconceptions immediately
- Providing additional scaffolding or challenge as needed
- Revisiting concepts when understanding is insecure

Verbal Feedback During Lessons:

- Immediate, specific feedback on pupil responses
- Prompts and cues to guide thinking
- Modelling and demonstration
- Learning conversations between teachers and pupils

Pupil Self and Peer Assessment:

- Children evaluating their own work against success criteria

- Peer feedback that is kind, specific and helpful
- Pupils identifying their own next steps

Low-Stakes Checking of Understanding:

- Children showing their thinking on whiteboards
- Thumbs up/down or traffic light systems
- Exit tickets at the end of lessons
- Quick quizzes and checks

Retrieval Practice:

- Short, regular opportunities for children to recall and apply previous learning
- Daily arithmetic practice in mathematics
- Spelling and phonics practice
- Quick writes applying previous learning
- Knowledge recall activities at the start of lessons

Observation and Discussion:

- Teachers observing pupils at work
- Listening to pupil conversations
- Noting pupil responses and engagement
- Building knowledge of each child over time

The Research Base: Why This Approach?

Our formative assessment approach is informed by robust educational research, particularly from the Education Endowment Foundation (EEF).

Feedback:

Research from the Education Endowment Foundation shows that high-quality feedback is one of the most effective ways to improve learning, with an average impact of six additional months' progress. Our approach ensures assessment supports learning rather than just measuring it.

You can read more at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

Retrieval Practice:

Retrieval practice 'can be a strategy for learning in addition to being an assessment for learning'. Research indicates that retrieval promotes retention more than restudying. By incorporating retrieval practice into our daily teaching, we strengthen memory and understanding while simultaneously assessing what pupils know.

Cognitive Load Theory:

We manage cognitive load by:

- Chunking content into manageable pieces
- Using worked examples
- Providing scaffolding and support
- Decluttering presentation materials
- Using collaboration to share the demands of complex tasks

Schema Development:

Schemas are structures that organise knowledge in the mind. When learning, the mind connects new information with pre-existing knowledge, skills, and concepts thereby developing existing schemas. We prioritise teaching and assessing the 'big ideas' that enable pupils to build effective schemas around key substantive and disciplinary concepts.

What Formative Assessment Is NOT:

- It's not formal testing
- It doesn't involve levels or grades for every piece of work
- It doesn't create unnecessary workload for teachers through excessive recording
- Children don't always know it's happening – it's woven into great teaching
- It's not about collecting evidence – it's about using evidence to improve learning

Recording Formative Assessment

We minimise paperwork. Teachers spend as much time as possible working with pupils, supporting their learning and making professional judgements of their development over time.

Teachers may record particularly noteworthy achievements or gaps in understanding to inform planning, but we do not require:

- Written or photographic evidence of every interaction
- Extensive annotation of every piece of work
- Detailed tracking of every learning objective

Professional knowledge of each child, built over time through ongoing formative assessment, is what matters most.

5. Summative Assessment: How We Track Progress Over Time

What is Summative Assessment?

In-school summative assessment enables schools to evaluate how much a pupil has learned at the end of a teaching period.

At least three times per year, we gather information about how well children are progressing against year group expectations. This summative assessment complements our ongoing formative assessment to build a complete picture of each child's learning journey. To ensure accuracy and

effective reporting to parents, the windows for summative data collection will be planned at the start of the academic year in line with parents' evenings and external reporting dates.

Why Three Data Collection Points?

Our three data collection points enable us to:

- ✓ **Identify children who need additional support quickly** – we don't wait until the end of the year
- ✓ **Monitor whether we're successfully closing attainment gaps** between different groups of pupils
- ✓ **Track progress towards our equality objectives**, ensuring all children, regardless of background, make strong progress
- ✓ **Support vulnerable learners effectively**, including those with SEND, disadvantaged pupils, and those known to children's social care
- ✓ **Adjust our teaching and intervention strategies** based on evidence of what's working
- ✓ **Ensure accountability** for pupil outcomes while maintaining focus on individual progress
- ✓ **Provide meaningful information** to parents, governors and other stakeholders

When Does This Happen?

- **Autumn term** (November)
- **Spring term** (February)
- **Summer term** (June, with the exception of KS2 SATS testing in May)

What Does This Involve?

We use a range of assessment approaches that complement each other:

Reading:

- Standardised reading assessments
- Teacher assessment of reading comprehension and fluency
- Assessment of phonics knowledge and application

Writing:

- Independent extended writing tasks assessed against year group expectations
- Assessment of transcription skills (spelling, handwriting, grammar)
- Regular spelling tests, pitched to the child's spelling ability

Oracy and Talk for Learning:

- Structured talk opportunities across all subjects that develop the four strands of oracy: physical, linguistic, cognitive, and social & emotional skills
- Assessment of oracy progression using the Voice 21 Oracy Framework to track development from EYFS through to Year 6 in:
 - Physical strand: voice (pace, tone, clarity) and body language (gesture, posture, eye contact)
 - Linguistic strand: vocabulary choice, use of sentence stems, rhetorical techniques

- Cognitive strand: reasoning, building on others' ideas, questioning, summarising
- Social & emotional strand: listening and responding, turn-taking, confidence, audience awareness
- Observation of talk during collaborative learning, group discussions, presentations and debates to assess communication skills
- Teacher assessment of how pupils use talk to develop and demonstrate their understanding across the curriculum
- Pupil self-assessment of their own oracy skills, identifying strengths and areas for development
- Cross-federation collaboration through Voice 21 to ensure consistent expectations and progression in oracy across both schools

Mathematics:

- Arithmetic assessments
- Reasoning and problem-solving assessments
- Retrieval tasks assessing retention of previous learning
- Teacher assessment of mathematical understanding and application

Foundation Subjects:

- Independent application tasks demonstrating knowledge and skills
- For example: artwork, science investigations, PE routines/dances, design technology products, historical enquiries
- Assessment against subject-specific end points (where schemes offer end of unit assessment, these will be used with specific adaptations to ensure fair accessibility where needed)

Early Years Foundation Stage:

- Ongoing assessment against the Early Learning Goals
- The EYFS Profile completed in the summer term of Reception

The Role of Retrieval Practice in Summative Assessment

These assessments use retrieval practice that supports learning, not just measures it. They are combined with teachers' ongoing knowledge of each child to build a complete picture alongside formative assessment.

Our summative assessments:

- Incorporate spaced retrieval of previously taught content
- Provide feedback to pupils to support further learning
- Are used diagnostically to identify gaps and inform teaching
- Follow the principle of "assess, plan, do, review"

Using 'Rough and Fine Filters'

We apply the principle of rough and fine filters:

Rough Filter (for most pupils):

For pupils who are keeping pace with the curriculum, we record:

- Whether they are working below, within or above year group expectations
- Effort and attitude to learning
- Any contextual information (e.g., attendance, EAL, additional needs)

Fine Filter (for pupils needing additional support):

For pupils who are struggling or have specific needs, we gather more detailed information:

- Specific gaps in knowledge or skills
- Barriers to learning
- Impact of interventions
- Progress towards individual targets
- Next steps and adaptations needed

This approach ensures we focus detailed assessment where it's most needed, without creating unnecessary workload.

6. Our Federation Approach to Assessment

Strengthening Practice Through Collaboration

As a federation, we are committed to accurate, consistent assessment that benefits all pupils across both schools. Collaboration is at the heart of our assessment practice.

Cross-School Moderation

We hold at least three cross-school moderation sessions per year where teachers from both schools work together to:

- **Agree on standards and expectations** for each year group across all subjects
- **Review pupils' work together** to ensure consistent, accurate judgements
- **Calibrate assessment** so that expectations are aligned across both schools
- **Share effective assessment and teaching practices** and learn from each other
- **Quality assure our assessment processes** and identify areas for development
- **Build teacher expertise and confidence** in making accurate assessments
- **Develop a shared understanding** of progression and achievement

Benefits of Our Federation Approach

This collaborative approach means:

For Pupils:

- Consistent, high expectations across both schools
- Accurate assessment that identifies needs and informs support
- Smooth transitions if moving between schools in the federation

For Parents:

- Confidence that assessments are accurate, fair and externally validated
- Consistency in reporting and expectations

For Teachers:

- Access to wider professional dialogue and expertise
- Reduced workload through shared resources and approaches
- Increased confidence in assessment judgements
- Opportunities to learn from best practice across both schools

For School Leaders:

- Reliable data for school improvement
- Shared accountability and support
- Efficient use of resources and expertise

7. Assessment Tracking System: Sonar

Our Digital Assessment Platform

Both schools in our federation use Sonar, part of the Juniper Education suite, to track pupil progress efficiently and effectively. Sonar is a comprehensive assessment tracking system that allows us to:

Record Assessment Information Efficiently:

- Streamlined data entry reduces teacher workload
- Assessment information is recorded once and used many times
- Teachers can access and update information easily

Identify Patterns and Trends:

- Visualise pupil progress over time
- Identify cohorts or groups requiring additional support

- Spot trends in attainment and progress across subjects
- Track progress of pupils receiving additional support
- Make evidence-based decisions about resource allocation

Generate Reports for Different Audiences:

- Customisable reports for teachers, leaders and governors
- Data presented in accessible, meaningful formats
- Question-level analysis to identify specific gaps

Share Information Across Our Federation:

- Consistent data recording across both schools
- Shared access for moderation and collaboration
- Efficient comparison and benchmarking

Alignment with Our Assessment Principles

Our use of Sonar supports our assessment principles by:

- **Reducing workload** – efficient systems mean teachers spend more time teaching and less time on administration
- **Improving accuracy** – standardised recording supports consistent judgements
- **Enabling action** – data is easily accessible and actionable
- **Supporting collaboration** – shared systems facilitate federation working

Data Protection

All assessment data is stored securely in compliance with GDPR and our Data Protection Policy. Access is restricted to authorised staff only.

8. Attainment and Progress Descriptors

Our Approach to Describing Attainment

For most pupils, attainment at each data collection point falls into one of the following categories:

Descriptor	Code	What This Means
Significantly Below	Level for year group child is working at	Working below the expected standard for the year group – more detailed information is available, for example a child who is not yet meeting the Y2 expected standard may be working at 1W

Below	B	Working towards the expectations for the year group
Expected standard	Just At (JA)	Working 'just at' the expected standard for the year group.
Expected Standard	Securely At (At)	Working securely at the expected standard for the year group
Above	Above	Working above the expected standard

Understanding Progress

Progress is not the same as attainment. A child can make excellent progress without reaching age-related expectations, and a child can achieve age-related expectations without making good progress from their starting point.

We measure progress by considering:

- Each child's individual starting point
- The rate of learning over time
- Progress towards individual targets (particularly for pupils with SEND)
- Progress relative to prior attainment
- The impact of any barriers to learning

Greater Depth

The 'greater depth' descriptor is used in English and mathematics only, in line with DfE KS2 end points.

Children working at greater depth demonstrate:

- Deep, secure understanding of concepts
- Ability to apply learning in unfamiliar contexts
- Reasoning and problem-solving at a higher level
- Independence in tackling complex tasks

9. Reporting to Parents and Carers

We work in partnership with parents as this optimises pupil outcomes.

Throughout the Year

Parent Consultations (Autumn and Spring Terms):

- Discussion of your child's progress, effort and attitude to learning
- Celebration of strengths and achievements
- Identification of next steps and areas for development
- Opportunity to ask questions and share insights from home
- Discussion of how you can support learning at home

End of Year (July)

Full Annual Report Including:

In accordance with statutory expectations, the final report includes:

- **Attainment** against year group expectations in all subjects (using descriptors above)
- **Effort and attitude to learning**
- **Strengths** and areas of particular achievement
- **Areas for development** and next steps
- **Statutory assessment results** (where applicable: EYFS Profile, Phonics Screening, Y4 MTC, KS2 SATs)
- **Attendance** summary
- **General comments** about your child's year

Additional Communication

- **Informal updates** when required
- **Additional meetings** if concerns arise or additional support is needed
- **Celebration of achievements** through assemblies, newsletters etc.

How Parents Can Support Assessment and Learning

Assessment works best when home and school work together. You can support your child by:

Talking About Learning:

- Ask "What did you learn today?" rather than "What did you do?"
- Discuss new knowledge and skills
- Make connections to everyday life

Celebrating Effort:

- Praise hard work, persistence and resilience
- Value mistakes as learning opportunities
- Focus on progress, not perfection

Supporting Key Skills:

- Read together regularly – this makes the biggest difference
- Practice times tables, spellings, number bonds – little and often
- Encourage independence and problem-solving

Communicating With Us:

- Share insights about your child's learning at home
- Let us know about any concerns or changes
- Attend parents' evenings and engage with reports

Staying Positive:

- Help your child develop a growth mindset
- Encourage curiosity and love of learning
- Support their well-being and confidence

10. Assessment for Different Groups of Pupils

This section considers how leaders and staff identify and support: socioeconomically disadvantaged pupils (those eligible for the pupil premium), pupils with SEND, pupils who are known (or previously known) to children's social care, and pupils who may face other barriers to their learning and/or well-being.

Pupils with Special Educational Needs and Disabilities (SEND)

Our Approach:

For pupils with SEND, we recognise that effort is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations.

Assessment for children with SEND:

- **Is personalised** to individual needs, abilities and starting points
- **Focuses on progress** towards individual targets in Education, Health and Care Plans (EHCPs) or SEN Support Plans
- **Recognises different forms of progress** – progress may look different but is no less valuable
- **Celebrates effort, resilience and small steps** of progress
- **Uses a range of methods** appropriate to each child's needs and communication methods
- **Informs adjustments** to teaching, resources and support
- **Involves specialists** when necessary to support accurate assessment
- **Includes pupil and parent voice** in target-setting and review

We do NOT:

- Have fixed expectations of progress that don't account for individual barriers
- Compare pupils with SEND to their peers in ways that are unhelpful
- Lower expectations – we maintain high aspirations while recognising individual needs

The Graduated Approach:

We use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs.

Disadvantaged Pupils (Pupil Premium)

Our Approach:

Our pupil premium strategy is informed by evidence and regularly reviewed. We monitor the impact of our approaches on disadvantaged pupils' learning to ensure we're closing gaps effectively.

Our three data collection points are crucial for disadvantaged pupils because they allow us to:

- **Quickly identify if pupil premium strategies are working**
- **Adjust interventions rapidly** if gaps are not closing
- **Monitor whether disadvantaged pupils are making at least as much progress** as their peers nationally
- **Ensure our pupil premium spending is having maximum impact**
- **Track progress towards our equality objectives**
- **Identify and address barriers** to learning and engagement
- **Celebrate success** and build on what works

Evidence-Based Practice:

Leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these.

We regularly review our pupil premium strategy and ensure:

- It is aligned with wider school improvement priorities
- Staff are clear about their roles in delivering the strategy
- It is implemented and monitored effectively
- Adaptations are timely and effective

Pupils Known (or Previously Known) to Children's Social Care

This includes:

- Looked-after children
- Previously looked-after children

- Children in need
- Children with child protection plans

Our Approach:

The designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced. Each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being.

Assessment for these pupils:

- Recognises the impact of trauma, attachment and adverse experiences
- Celebrates progress in social, emotional and academic development
- Informs Personal Education Plans (PEPs) for looked-after children
- Involves multi-agency working and information sharing
- Prioritises well-being alongside academic progress

Pupils with English as an Additional Language (EAL)

Assessment for pupils with EAL:

- Distinguishes between language acquisition and learning needs
- Recognises progress in English language development
- Assesses understanding in subjects beyond language barriers where possible
- Uses first language support where appropriate
- Celebrates bilingualism and cultural diversity

Other Groups

We also consider the needs of:

- Young carers
- Pupils with medical needs
- Pupils facing other barriers to learning or well-being

For all groups, assessment is:

- **Individualised** and responsive to specific needs
- **Holistic** – considering academic, social, emotional and physical development
- **Collaborative** – involving pupils, parents, staff and external agencies
- **Focused on removing barriers** and enabling success

11. Statutory Assessment Requirements

We complete statutory assessments as required by the Department for Education and the Standards and Testing Agency.

Reception

Reception Baseline Assessment (RBA):

The reception baseline assessment (RBA) assesses pupils' starting points in early mathematics and early literacy, communication and language. You must carry out the assessment within the first 6 weeks of a pupil joining your reception. The Key Leaders

- Administered 1-to-1 by a reception teacher, TA or suitably qualified practitioner
- Takes up to 20 minutes per pupil
- You'll be provided with 'narrative statements' describing how each pupil performed, which can be used to inform teaching within the first term. The Key Leaders

Early Years Foundation Stage Profile (EYFSP):

You must complete the EYFS Profile (EYFSP) for each pupil in the final term of the academic year they turn 5, and no later than 30 June in that term. You must assess each pupil's level of development against each of the early learning goals (ELGs). The Key Leaders

- For each ELG, teachers judge if development is 'Expected' or 'Emerging'
- Pupils are at a 'good level of development' (GLD) at the end of the EYFS if they reach 'expected' level for the ELGs in the prime areas of learning and the specific areas of maths and literacy. The Key Leaders
- Results are shared with parents and the Year 1 teacher

Year 1

Phonics Screening Check:

- Statutory check of pupils' ability to decode words using phonics
- Administered in June
- Pupils who do not meet the threshold retake the check in Year 2

Year 2

Retakes of Phonics Screening Checks

- Statutory check of pupils' ability to decode words using phonics if they have not passed the check in Y1
- Administered in June

OPTIONAL KS1 SATs:

- National tests in reading and mathematics
- Teacher assessment in writing

- Administered in May
- Results used internally to inform teacher assessment

Year 4

Multiplication Tables Check (MTC):

The Multiplication Tables Check (MTC) is a statutory assessment administered in June.

- Online check of pupils' recall of times tables up to 12x12
- Administered in June
- Takes approximately 5 minutes per pupil
- Results reported to parents

Year 6

Key Stage 2 SATs:

- National tests in reading, grammar/punctuation/spelling, and mathematics
- Teacher assessment in writing and science
- Administered in May
- Results reported as scaled scores and whether pupils have met the expected standard
- Used to calculate school performance measures

Purpose of Statutory Assessments

These statutory assessments:

- Provide important information about pupil attainment compared to national standards
- Support transition to the next phase of education
- Contribute to school accountability measures
- Are just one part of the full picture we build about each child through ongoing formative and summative assessment

12. Professional Development and Quality Assurance

Making sound judgements about learners' progress is a key skill for teachers.

Building Teacher Expertise

We work together to build a high level of expertise across pedagogy, curriculum and assessment amongst our staff to ensure all pupils make progress.

Staff regularly engage in assessment-related professional development including:

Within School:

- Moderation within year groups and phases
- Sharing of effective assessment practice
- Analysis of assessment data to inform teaching
- Training on new assessment approaches or tools
- Collaborative planning informed by assessment

Across Our Federation:

- Three cross-school moderation sessions per year
- Shared training and professional development
- Collaborative development of assessment approaches
- Peer observation and learning

External:

- Local authority moderation (particularly Y6)
- Moderation with other schools in our area
- Training on statutory assessment requirements
- Access to current research on effective assessment (e.g., EEF)

Moderation Processes

Internal Moderation:

- Regular moderation within year groups
- Cross-phase moderation to ensure progression
- Subject-specific moderation led by subject leaders

Federation Moderation:

- Three scheduled cross-school moderation sessions per year (see Section 6)
- Focus on writing, mathematics, reading and foundation subjects
- Involvement of all teachers to build expertise

External Moderation:

- Participation in local authority moderation (statutory for EYFS, Y6)
- Moderation with cluster schools
- Engagement with external networks and partnerships

Impact:

This process enables confidence in our judgements.

13. Roles and Responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation by:

- Being familiar with statutory assessment systems and the school's non-statutory assessment approach
- Understanding how assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance through rigorous analysis of assessment data
- Monitoring that staff receive appropriate support and training on assessment
- Ensuring assessment practice is consistent, fair and manageable

The Headteacher and Senior Leaders

The headteacher and senior staff, including inclusion, subject and phase leads, work collaboratively with all staff, governors and other stakeholders by:

- Ensuring that this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including for specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment
- Ensuring arrangements are in place for teachers to conduct assessment competently and confidently
- Providing training and moderation opportunities
- Leading the development of assessment practice across the federation
- Ensuring efficient use of assessment systems (e.g., Sonar)

Subject and Phase Leaders

Subject and phase leaders:

- Monitor assessment in their area of responsibility
- Lead moderation within and across schools
- Analyse data to identify strengths and areas for development
- Support colleagues to make accurate assessment judgements

- Keep up-to-date with developments in their subject/phase
- Contribute to whole-school assessment development

Class Teachers

All teaching staff are expected to:

- Read and follow this policy
- Make accurate, fair and reliable assessment judgements
- Use assessment to inform planning and teaching
- Provide high-quality feedback to pupils
- Participate in moderation activities
- Record assessment information accurately and efficiently using Sonar
- Adhere to data submission deadlines
- Report to parents on pupil progress and attainment
- Engage in professional development related to assessment
- Contribute to the development of assessment practice

For teachers working in statutory assessment year groups, there are additional provisions outlined in the Assessment and Reporting Arrangements which must be adhered to.

Pupils

Pupils are expected to:

- Engage fully in assessment activities
- Use feedback to improve their learning
- Develop skills in self and peer assessment
- Take ownership of their learning journey
- Communicate with teachers about their learning

Parents and Carers

Parents and carers are encouraged to:

- Engage