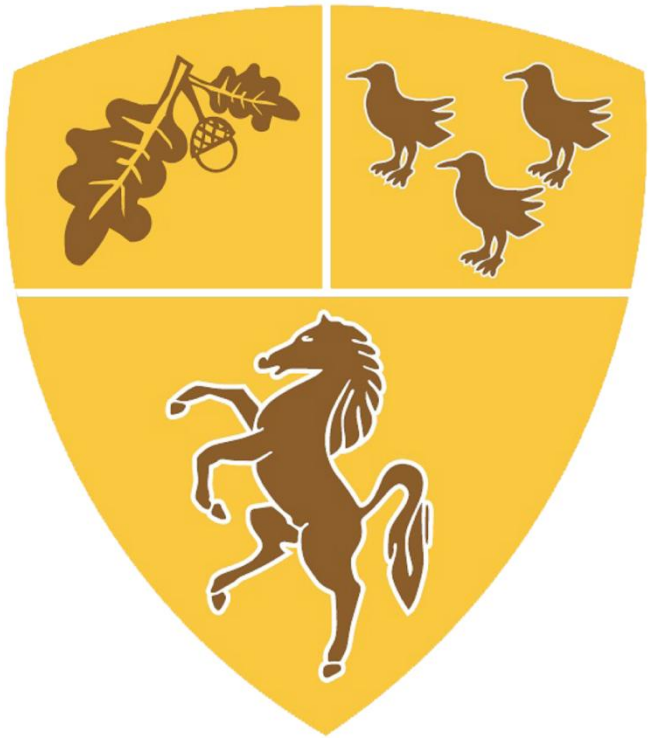
BLEAN PRIMARY SCHOOL



Assessment Policy

Policy Review Date: September 2026

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Chair of Governors: Mr H Samuelson

Date of Next Review: September 2028

Assessment plays a crucial role in improving learning and raising standards. At Blean, assessment reflects curriculum requirements to provide constructive, motivating and challenging learning experiences. This includes effective use of assessment data to inform teaching and learning so to track progress and promote improvement.

We strive to develop coherent and manageable assessment practices that promote equity and fairness for all individuals and groups. Progression in teaching, learning and assessment is a repeated and systematic process. To make good progress, pupils need:

- Clear development in all aspects of learning.
- The interest and motivation to learn.
- Confidence to try, struggle and get things wrong.
- The ability to learn from experience.

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Why do we assess pupils at Blean Primary School?

Assessment is an ongoing process of collecting, documenting, reflecting on and using information to develop a clear understanding of children as learners in order to support and enhance their future learning.

Assessment plays a crucial role in improving learning and raising standards. Our Blean Teacher standards require teachers to:

- Use a range of assessment strategies to assess pupils' learning underpinned by the assessment overview of marking and effective feedback.
- Appreciate the uses and limitations of assessment tools.
- Make evidence-based judgements against relevant criteria.
- Involve pupils in assessing their learning.
- Understand the relationship between assessment, setting pupil targets and progression.
- Use assessment information to make teaching more effective.

Using data effectively can enhance teaching and learning, improve learning outcomes and contribute to raising standards. Data may identify areas for development across the whole school, for groups or individuals. We will use assessment information to put intervention strategies in place to support pupils and improve learning and monitor the impact of this rigorously. Using National and Standardised tests allow us to see how we are performing compared with other similar schools and to look for any trends.

There are three broad overarching forms of assessment, each with its own purposes:

- Day-to-day in school formative assessment (including diagnostic)
- In school summative
- Nationally standardised summative assessment

Within this, the different forms of assessment are inter-related and complementary to create a whole picture of learners. The information from formative assessment, supplemented by valid class tests or tasks, helps to ensure dependable summative assessment.

Day-to-day in-school formative assessment, for example:

- Asking a range of questions in a variety of ways (e.g. hinge questions)
- Self and peer assessment
- Marking of pupils' work through the use of Feedback books
- Oral feedback or dialogue between adults and pupils.
- Observational assessment
- Regular short re-cap quizzes/learning checks/exit questions
- Scanning work for pupil attainment and development

Formative assessment underpins our curriculum and ensures that pupils master the curriculum we teach.

In-school summative assessments (see Assessment overview – Appendix 1)

- Regular formal tests (3x a year in Maths, Reading and SPaG)
- Teacher assessment (3x year for Writing)
- Reviews for pupils with SEND
- Learning over time in books

There is a clear assessment overview which outlines any testing/assessments that are to be completed at any given time. The assessment overview is reviewed annually and departments (EYFS/KS1/KS2) have professional dialogue surrounding the types of tests the children undertake and the information they give us so we are clear about their purpose. It is important that a child is being tested with an appropriate test suitable for their age range and ability. Where tests are not age appropriate this is clearly recorded so this information is passed onto the next teacher. If a pupil has a scribe, reader, extra time etc, this is also clearly documented on the Class Inclusion Profile.

The Monitoring Timetable is updated annually and this sets out when data is collected across the year. We currently collect summatively which 'standard' each child is on at the end of Term 2, 4 and 6. This data will be entered into our online assessment system 'Sonar' and used to track pupil's achievement in terms of how they have attained and how they are progressing. We recognise that learning is not linear and pupils will peak and plateau at various points throughout their education at Blean. Through quality teaching, robust tracking and professional dialogue, (including pupil progress meetings) we will endeavour to ensure that no child is left behind. Pupil Progress meetings occur regularly throughout the year led by the Senior Leadership Team and also through professional dialogue during Staff Learning sessions and PPA.

Nationally standardised summative assessments for this academic year:

- Phonics Screener at the end of Year 1
- Phonics Screener at end of Term 2 in Year 2 (due to missed Year 1 screener in Summer)
- National Curriculum teacher assessments (optional SATs) at the end of Key Stage 1
- Multiplication Tables Check at the end of Year 4
- National Curriculum tests (SATs) at the end of Key Stage 2

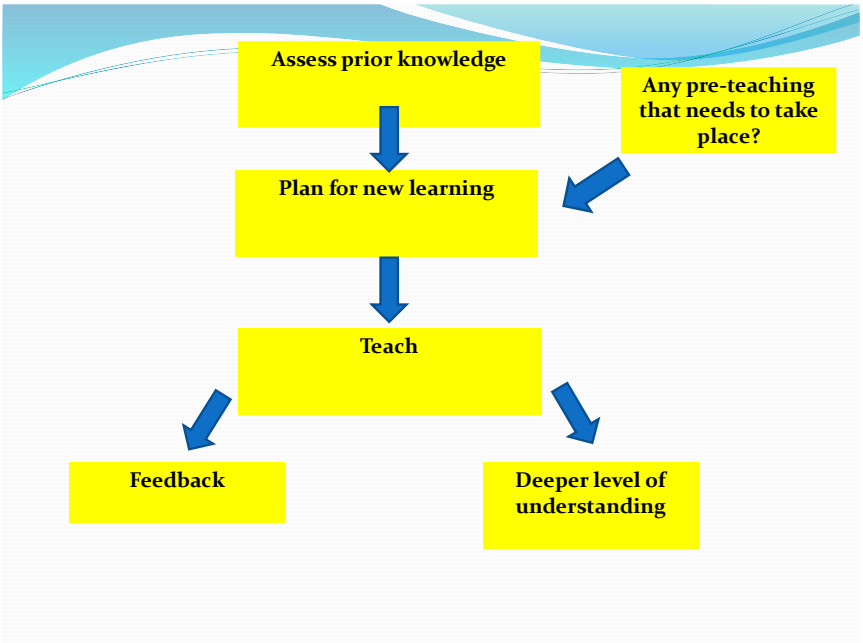
The Inclusion Manager, in conjunction with class teachers and parents, coordinates access arrangements for nationally standardised assessments, alongside the Kent Test.

What are we intending to measure?

Our assessment overview demonstrates how we use a mixture of teacher assessment and tests to find out the knowledge, skills and concepts pupils have acquired. The tests measure different aspects of learning at different times. For example, through phonic assessments in EYFS and Key Stage 1, we look to measure how many sounds each child has learnt and how well they use segmenting and blending skills when reading.

What the assessment is intended to achieve?

Assessments are intended to provide information which in turn enables teaching to be adapted, learning to be tailored to particular needs and any gaps to be filled. At Blean Primary this sits within our teaching model as seen below:



How will we use assessment information?

We are using a comprehensive online data system to track each child's achievement across the school (Sonar). This information is used to track individuals, groups, classes and year groups so we can ensure that from each child's starting point they make as much progress as they can.

Responsibilities

- The Headteacher is responsible for monitoring the effectiveness of assessment practices in the school
- The Assessment Lead is responsible for ensuring the Assessment Policy is maintained and followed. The Assessment Lead also presents an analysis of Term 2, 4 and 6 data as part of the Governors' Learning and Development Committee meetings.
- Class teachers are responsible for accurate and robust assessment judgments and for sharing clear information at pupil progress meetings and moderation.
- Support staff (Higher Level Teaching Assistants and Teaching Assistants) are responsible for sharing any assessments of pupils (Including observations both informal and formal, group work, tests completed) with class teachers/Inclusion Manager.
- Governors are responsible for setting high expectations for the leadership team with regard to assessment and evaluating the effectiveness of the policy.

Moderation

Moderation at Blean Primary School happens in a number of ways. It is an opportunity to discuss assessment and standards by participation in internal standards meetings within our own school, local schools, wider district and other counties where appropriate.

In-house moderation refers to pupils' learning being moderated within our school setting. To moderate we use our whole school assessment system 'Sonar', which contains a detailed set of statements in line with our own Sequences of Learning that in turn are derived from the National Curriculum, to enable all class teachers to identify areas achieved alongside areas to focus on for each child.

Moderation also occurs through subject leaders and the work of Forum, a middle management group that supports whole school moderation processes. We also use external moderators to provide a wider picture and therefore add validity to the assessment process. The most recent national exemplification materials underpin moderation processes.

Achievement expectations

We broadly expect pupils to maintain the summative standard across the academic year, providing they are already age-appropriate. Some pupils may need to make accelerated progress depending on their starting point. Each year group will assess this standard 3 times a year leading to end of year expectations which are in line with the National Curriculum.

Mastery

Within our curriculum, we endeavour that all our pupils will master the concepts they are taught. This also means time is given for pupils to consolidate their learning, including additional practice before moving on.

Before planning a teaching sequence, teachers formatively assess their children's prior understanding. They assess children regularly throughout lessons to identify those who will require corrective teaching, those who need practice and those who need opportunities to apply their learning further, at a deeper level. Teachers allow ongoing daily assessments to feed into forthcoming sequence of lessons.

Mastery at greater depth

Mastery at greater depth is achieved through pupils demonstrating a deeper, more varied understanding and application of their learning in different contexts. Using 'Sonar', we can track pupils who master at greater depth and who, therefore, work above the expected standard for their age and stage of development.

Reporting to parents

We report to parents each term either through a mini-report update or a parent consultation/open evening where current assessment information (in the form of test scores and/or teacher assessment) are shared with parents.

Appendix 1

ASSESSMENT OVERVIEW 2026 - 27

	Term 1 – Parent consultations	Term 2	Term 3 – Reports home	Term 4 - Parent consultations	Term 5	Term 6 – Reports home
Year R	Baseline check Sonar review	EYFS termly tracker Phonic check	Pupil Progress (Term 2 data) Phonic check	EYFS termly tracker Phonic check	Pupil Progress (Term 4 data) Phonic check	Pupil Progress (Term 6 data) EYFS termly tracker Phonic check
Year 1	Phonic check Sonar review	Phonic check Data capture onto Sonar	Pupil Progress (Term 2 data) Phonic check	Phonic check Data capture onto Sonar	Pupil Progress (Term 4 data) Phonic check	Pupil Progress (Term 6 data) **Phonic Screener** Data capture onto Sonar
Year 2	Phonic check Sonar review	Phonic check WHITE ROSE Maths PIRA Reading gaps SPaG test Data capture onto Sonar	Pupil Progress (Term 2 data) Phonic check	Phonic check Old KS1 SATS Reading, Maths and SPaG test Data capture onto Sonar	Pupil Progress (Term 4 data) Phonic check	Pupil Progress (Term 6 data) **KS1 SATS (optional)** **Phonic screener retakes** Data capture onto Sonar
Year 3	Sonar review	WHITE ROSE Maths NFER Reading gaps SPaG test Data capture onto Sonar	Pupil Progress (Term 2 data)	WHITE ROSE Maths NFER Reading gaps SPaG test Data capture onto Sonar	Pupil Progress (Term 4 data)	Pupil Progress (Term 6 data) NFER Reading NFER Maths gaps SPaG test Data capture onto Sonar
Year 4	Sonar review	WHITE ROSE Maths NFER Reading gaps SPaG test Data capture onto Sonar	Pupil Progress (Term 2 data)	WHITE ROSE Maths NFER Reading gaps SPaG test Data capture onto Sonar	Pupil Progress (Term 4 data)	Pupil Progress (Term 6 data) **Multiplication tables check** NFER Reading NFER Maths gaps SPAG test Data capture onto Sonar
Year 5	Sonar review	WHITE ROSE Maths NFER Reading gaps SPAG test Data capture onto Sonar	Pupil Progress (Term 2 data)	WHITE ROSE Maths NFER Reading gaps SPaG test Data capture onto Sonar	Pupil Progress (Term 4 data) **CATS**	Pupil Progress (Term 6 data) NFER Reading NFER Maths gaps SPAG test Data capture onto Sonar
Year 6	**Kent Test – Sept 2026** **Suffolk Reading Test** Sonar review	Old SATS Reading, Maths, SPaG tests Data capture onto Sonar	Pupil Progress (Term 2 data)	Old SATS Reading, Maths, SPAG tests Data capture onto Sonar	Pupil Progress (Term 4 data) **KS2 SATS**	Pupil Progress (Term 6 data) KS2 data capture onto Sonar