

All Hallows Primary School Assessment Policy

March 2026



Assessment Policy for All Hallows CE Primary School

Written by:	All Teaching Staff
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Review date:	
Reviewed by:	

1. INTENT Policy statement

This policy reflects the school values and philosophy in relation to the use of assessment tools. It sets out a framework within which the teaching staff can operate and gives guidance on when, what, why and how assessment is completed.

Our school vision of assessment

Assessment is fundamental in supporting, monitoring and challenging pupil's learning in order that they reach their full potential. The intent of assessment is to:

- Monitor progress to support learning.
- Recognise the achievements of pupils.
- Identify pupils requiring intervention.
- Inform pupils of their progress and targets.
- Guides planning, teaching and additional support.
- Inform parents/carers and the wider community of pupil achievement and progress.
- Target setting.
- Provide information for SLT.
- Comply with statutory requirements.

2. IMPLEMENTATION Learning environment

Our aim is to create a positive environment for assessment to take place: an atmosphere of mutual respect and positive regard. Children should feel that they are part of a community of people supporting each other in developing their skills.

Assessment types

In-school formative assessment (assessment for learning):

This assessment type evaluates pupils' knowledge and understanding on a daily basis, for example:

Questioning

Marking of pupils' learning (Please see separate marking policy)

Observational assessments

Mini-plenaries

Self-assessment and peer assessment

Teacher assessment

These enable planning to be tailored to meet specific needs and for intervention to be carried out.

In-school summative assessment (assessment of learning): This assessment is outlined in our assessment timetable.

National standardised summative assessments:

Foundation : baseline assessments.

Year 1 : Statutory phonics screening test in Year 1.

Year 4 : Maths (MTC) Multiplication Tables Check

Year 6 : Reading
Spelling, punctuation and grammar (SPaG)
Maths
Writing (Teacher Assessed)
Science (schools chosen as a sample)

Detailed (Digging deeper) assessments

All assessments provide diagnostic evidence. However, we use the following tools to provide us with detailed information:

- Sandwell Early Numeracy Test.
- York assessment for reading and comprehension.
- British Picture Vocabulary Scale for assessing receptive vocabulary.
- SpLD (Specific Learning Difficulty) assessment.
- PM Benchmark 2 reading assessment (used in conjunction with Switch On).
- PAT (Phonological Ability Test).
- PIVATS (Performance Indicators for Value Added Target Setting).
- B² assessment for the new curriculum.
- SNIP Literacy Programme
- Math's Anxiety CMAS UK
- Boxall Profile

Assessment in the Early Years Foundation Stage

RBA (Reception Baseline Assessment) used at the start of each new year followed by the constant use of assessment for learning using Development Matters alongside inhouse material.

Equal opportunities and special educational needs.

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to full participation in the curriculum. It is hoped that this approach will motivate and support children's learning at all

levels including children who can achieve greater depth, EAL and children identified with a Special Educational Need (SEN).

The way in which the curriculum is delivered is covered by the Equality Act. Ensure issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for certain groups.

This policy has been written with the school's Equality Policy in mind. As a school we recognise that it is our responsibility to:

- Promote good race relations
- Promote race equality
- Eliminate all unlawful hate discrimination

3. IMPACT

The impact of all learners being closely monitored, both formally and informally, enables all individuals to reach their full potential. Judgments are also made with respect to the Foundation subjects at the end of each academic year.

Formal written reports are provided each year and this information is shared with parents. Additionally, two other meetings are held each year with parents to discuss progress informally and share data.

Role of subject leader

The Assessment Leader will oversee progress and assist teachers in raising standards in this subject. Advice can be sought from the Assessment Leader regarding resource needs and advice on new developments/initiatives. The Assessment Leader will also make other teachers aware of training opportunities.

The Governors will help to ensure the effective monitoring and implementation of the Assessment policy in liaison with the Assessment Leader. They provide a supportive environment between teaching staff and the Governing Body and help with appropriate issues.