

William Cassidi Church of England Primary School

Assessment and Reporting Policy Statement

'Life in all Fullness'
(John 10:10)



As a school, we want to provide learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

Introduction

At William Cassidi Church of England Primary School, our assessment and reporting practices are rooted in our Christian ethos - nurturing the whole child—academically, spiritually, socially, and emotionally. We strive for excellence and equity for all pupils, ensuring that every child is known, valued and supported in their unique learning journey from Early Years Foundation Stage (EYFS) through to Key Stage 2 (KS2). Our five core values of: love, respect, service, courage and resilience underpin all that we do - including the way we assess and report pupil progress and attainment.

Aims of Assessment

- To identify individual pupil strengths, progress and areas for development.
- To inform teaching and ensure that learning is tailored to pupils' needs.
- To support pupils in becoming reflective, self-motivated learners.
- To track progress and attainment against national expectations.
- To report clearly and meaningfully to pupils, parents/carers, governors, and external agencies.

Principles of Assessment

- Assessment is accurate, fair, consistent, and inclusive.
- It informs planning and helps ensure high-quality teaching and learning.
- It is ongoing and formative, supported by summative data at key points.
- Feedback is timely, constructive and focused on improving learning.
- It values a broad curriculum including spiritual, moral, social and cultural development.

Assessment in EYFS

Formative Assessment

- Observations and interactions inform the Early Years Foundation Stage Profile (EYFSP).
- Practitioners use Seesaw to record learning, capturing progress in all areas of the EYFS framework.
- The Nursery staff and Reception staff complete internal moderation with one another to assess the accuracy of formative assessment.
- The Nursery staff and Reception staff attend assessment and moderation network meetings across Stockton local authority to ensure the accuracy of formative judgements. National exemplification materials are also used for judgement benchmarking.
- Nursery staff and Reception staff complete a transition handover at the end of the summer term so that the Reception teacher understands the current levels of working for children on entry to Reception. Wherever possible, this is also completed for children who join Reception from a home-based or alternative nursery setting.

Summative Assessment

- At the start of the Reception year, children will complete the statutory Reception baseline assessment. This is a national assessment led by the DFE and STA.
- At the end of the Reception year, judgements are made against the Early Learning Goals (ELGs). 17 areas of learning are assessed.
- A Good Level of Development (GLD) is reported to parents and the local authority.

Assessment in Key Stage 1 and Key Stage 2

Formative Assessment (Assessment for Learning)

- Ongoing teacher assessments through questioning, marking, discussion and observation.
- Use of success criteria, peer and self-assessment.

- Regular pupil progress meetings and learning conversations.
- Use of adaptive software e.g. Accelerated Reader and Times Tables Rockstars to provide instant feedback.

Summative Assessment

- In reading children complete three formal assessment each year and outcomes are recorded on the school MIS for whole school analysis. Standardised materials are used.
- In writing work is continuously assessed against an ITAF (initial teacher assessment framework). Outcomes are recorded three times per year on the school MIS system. Internal moderations of writing occur three times per year prior to data reporting. Staff also have the opportunity to attend external moderations across the local authority.
- End of unit assessments are used in Maths throughout the year. Outcomes are recorded on the school MIS for whole school data analysis and occur at the end of each unit assessment. Standardised materials are used.
- End of unit assessments are used in RE throughout the year. Outcomes are recorded on the school MIS for whole school data analysis and occur at the end of each unit.
- Remaining foundation subjects are assessed termly against national curriculum objectives and ITAF statements. Outcomes are recorded on the school MIS for whole school data analysis.

Statutory Assessments

- Reception Baseline Assessment
- Year 1 Phonics Screening Check
- Multiplication Tables Check (Year 4)
- End of KS2 SATs (Year 6)
- Assessments are conducted in accordance with DfE and STA guidance and are reported to parents/carers, the local authority and nationally. All statutory assessments are subject to national average comparisons.

Target Setting and Pupil Progress Tracking

- Each child's progress is tracked via our school's MIS.
- Leaders analyse data to identify gaps and plan interventions.
- Targets are personalised and reviewed regularly in light of progress and wellbeing.
- SEND and vulnerable pupils are closely monitored to ensure equitable progress.

Feedback and Marking

- Follows the school's Feedback and Marking Policy.
- Encourages a growth mindset and reflects our core Christian values of: respect and resilience.
- Emphasises next steps for improvement in a clear, positive manner.

Reporting to Parents/Carers

- Autumn and Spring Term Parent Consultations provide updates on progress, attitudes to learning and targets.
- An Annual Written Report in Summer Term includes:
 - Academic attainment and progress
 - Personal, social, emotional and spiritual development
 - Attendance
 - Next steps in learning
- Parents are encouraged to discuss reports and next steps with teachers

Monitoring and Evaluation

- The Headteacher regularly monitors strategic assessment practices.
- Curriculum leaders review progress and standards across year groups.
- Governors provide challenge and support re: data captured in Headteacher reports
- Assessment practices are reviewed annually to ensure impact

Roles and Responsibilities

Headteacher:

- Ensure statutory duties are met.
- Provide training and ensure consistency in assessment.
- Use data for school improvement planning.

Teachers:

- Use assessment to inform planning and improve outcomes.
- Maintain accurate records.
- Communicate progress effectively with pupils and parents.

Parents/Carers:

- Engage with reports and consultations.
- Support home learning and pupil development.

Pupils:

- Reflect on feedback and take responsibility for their learning.
- Celebrate progress and embrace challenges.

Links to Other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- SEND Policy

Approved by Governors: July 2025

Renewal date: July 2026