



The Saints Academies Assessment Policy 2026-27

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences. We believe that, through our approach to assessment, we can raise standards and help children to recognise their own strengths and areas for development. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all.

We aim to:

- Provide the highest quality of teaching and learning for our school community.
- Develop, encourage, support and challenge each child to achieve their potential.

Using the principles of assessment we aim to:

- Monitor progress and support learning.
- Recognise the achievements of children.
- Guide future planning, teaching and curriculum development.
- Inform parents and the wider community of children's achievement.
- Provide information to ensure continuity when a child changes year group or school.
- Comply with statutory requirements.

We will promote **Assessment for Learning**, a continuous process which involves the seeking and interpreting of evidence for use by the children and their teachers. Assessment for Learning helps to decide where the children are in their learning, where they need to go next and what is the best way to get there.

- We will support children and provide feedback, so that they recognise the next steps in their learning.
- We will involve children in self-assessment and peer assessment, with appropriate support.

We will use the following strategies in our classrooms:

- Clarify learning objectives at the planning stage so that formative assessment can take place in the classroom.
- Share learning outcomes with the children at the beginning of each lesson and refer to them at appropriate times throughout the lesson.
- Focus appropriate oral and written feedback around the learning objectives of lessons and activities and provide children with the opportunity to reflect on the feedback, and support them in achieving the learning they are aiming for.
- Use 'Quiz baskets' to assess retrieval skills.
- Use appropriate questioning to give children the opportunity to clarify their learning and help to raise their confidence and self esteem through praise and celebration of success.



Assessment in the Early Years Foundation Stage

Assessment in Nursery and Reception is primarily formative and is embedded in everyday teaching, play and interactions. Practitioners use their knowledge of each child, day-to-day observations and information shared by parents and carers to understand what children know and can do, identify their interests and needs, and plan appropriate next steps. Assessment should not require excessive paperwork or long breaks from interaction with children; written, photographic or physical evidence is not required for every judgement.

When children enter Nursery or Reception, practitioners establish their starting points through observation, interaction and information from parents and carers. These school-based starting-point assessments are used to inform provision and are separate from the statutory Reception Baseline Assessment.

- Reception children complete the statutory Reception Baseline Assessment within the first six weeks in which they start Reception.
- Practitioners review children's learning and development regularly and use professional judgement to identify progress, gaps and any need for additional support.
- Parents and carers are kept informed about their child's progress and development, and any concerns are addressed in partnership with them and relevant professionals.
- In the final term of Reception, teachers complete the statutory Early Years Foundation Stage Profile. Each child is assessed against the Early Learning Goals as either 'expected' or 'emerging', using the teacher's knowledge of the child and professional judgement.
- EYFS Profile outcomes are shared with parents and carers, passed to the Year 1 teacher to support transition, and submitted to the local authority as required.

Summative Assessment

- Children in EYFS will complete baseline assessments
- Children in Y1 will complete the statutory phonics screening
- Children in Y4 will complete the statutory multiplication check
- From Spring term onwards for Y1, and at the end of each term for Years 2-4 Testbase tests will be completed for reading, SPAG and maths

On completion of Testbase tests teachers will complete gap analysis to highlight areas for further development.

Monitoring

Pupil progress will be monitored at least termly by teaching staff and SLT. This will be reported to parents termly through parents' evenings and at the end of the academic year with a school report. Children with SEND will be assessed against their IEP targets. Pupil Progress meetings are held termly to ensure early intervention for those children not on track to make at least expected progress.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels:



- With colleagues in school and across the Federation.
- Via subject leader book trawls.
- Attending SUAT sessions to ensure judgements are in line with other schools.
- Using nationally available exemplification materials.

Reporting

- Reports promote and support good home/school relationships.
- They provide information for parents and an opportunity for discussion with parents.
- Written reports will be sent to parents at the end of the school year. Comments on attainment and progress are made and next steps. Parents will be invited to attend formal discussions on pupil progress each term, however, parents are welcome to discuss pupil progress at any time, should the need arise.

Records

Teachers use records to review pupils' progress and set appropriate targets. Evidence for record keeping may include:

- Planning
- Children's work
- Notes on outcomes
- Marking and feedback
- School based progression documents matched to the end of year expectations.
- Assessment observations
- Progression documents for all curriculum areas.
- End of year reports

Agreed: September 2026