



‘A caring Christian community where every child achieves a love of life and learning’

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

ASSESSMENT POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Senior Leadership Team
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1. Introduction

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising the attainment for every child.

1.1 Our principles of assessment are:

- To provide information to support progression in learning through planning.
- To provide information for challenging target setting for individuals, groups and cohorts.
- To share learning goals and targets with children.
- To involve children with self-assessment.
- To help pupils know and recognise the standards they are aiming for.
- To raise standards of learning.
- To identify children for intervention, booster and those who are more able.
- To inform parents and other interested parties of the children's progress.
- To complete a critical self-evaluation of our schools.

2. Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this in Lydney school we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are working at greater depth) so that any issues can be addressed in subsequent lessons.
- Adjust plans to meet the needs of all the pupils, adapting objectives where appropriate and scaffolding learning.
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Set and review individual, challenging end of key stage targets in English and Maths discussing these with the pupils so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.



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- Mark work so that it is constructive and informative in accordance with the marking and feedback policy.
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Assess all subjects making relevant comments about pupils' progress, especially those working below or above age-related expectation.
- Pass on assessments to the next class teacher so children can be tracked as they progress through the school.

2.1 Useful Assessment for Learning Strategies

- Working walls
- Individual targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling

3. Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

3.1 Statutory Assessments

- EYFS Baseline
- Foundation Stage Profile
- Year 1 Phonics test
- Y4 Multiplication Tables Check
- Key Stage 2 assessments

3.2 Termly and End of Year Assessments

- Year 1: standardised tests will be carried out in Summer for Reading and Maths
- Year 2: standardised tests will be carried out in Autumn and Summer for Reading and Maths



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- Year 3: standardised tests will be carried out in Autumn and Summer for Reading and Maths
- Year 4: standardised tests will be carried out in Autumn and Summer for Reading and Maths
- Year 5: standardised tests will be carried out in Autumn and Summer for Reading and Maths
- Year 6: standardised tests will be carried out in Autumn for Reading and Maths
- Writing, Reading and Maths assessments made against ARE, recorded three times a year
- CATs in Year 4

The regular reviewing of the tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the schools can make finely tuned adjustments for target setting for each cohort.

The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning. If a child is working significantly below ARE then teachers will liaise with the SENDCo to ensure appropriate assessments are used to show progress and identify any gaps in learning.

To achieve this in Lydney School we will:

- Follow the Assessment cycle and update the data on a regular basis to the assessment lead.
- Use information to identify percentages of children working at age related expectation and greater depth within a cohort.
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are more able, those with special educational needs and those in receipt of Pupil Premium Funding.
- Set targets for English and Maths and share this information with the head teacher, senior leadership team, SENCO, subject leaders and governors.
- Work with colleagues to moderate maths and level writing every term.
- Analyse data at the end of the academic year to track 'value added' progress made by cohorts, groups of pupils and individuals.

4. Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.



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In Lydney school we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment.
- Discuss pupil progress at the request of parents by appointment.
- Provide Trustees and Local Academy Committees with access to relevant anonymised data throughout the academic year.

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the head teacher, staff and Local Academy Committee.
- Review the policy regularly in the light of statutory requirements and the needs of the school.
- Provide support and guidance with assessment and keep up to date with current information.
- Resource the schools with relevant tests and update the assessment cycle.
- Maintain the 'tracking system' and consult with all staff about the targets set.
- Highlight pupils and groups of pupils who have made less than expected progress or are working below age related expectations.
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender and vulnerable children.
- Report to Trustees/Local Academy Committee regarding the policy, statutory test results and cohort targets.

5. Moderation

Moderation is important to ensure a consistent approach in assessment throughout the schools. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

In Lydney school we will:

- Use the National Curriculum objectives to benchmark and moderate pupils in accordance with the guidance.
- Meet regularly when in phase meetings to moderate maths and writing assessments.
- Moderate work through planning, pupil progress meetings, pupil conferencing and book scrutinies, feeding findings back to members of staff.



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- Collate evidence to back up teacher assessments, such as through the use of writing books.
 - Participate in moderation schemes with schools in the trust and in the Local authority for foundation, KS1 and KS2.
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This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.