



# Assessment Policy

Reviewed July 2025

Next Review due July 2026

This policy will be reviewed on an annual basis by the PPAT Directors.

**Preston Primary Academy Trust**

## **Assessment Policy**

### **Why do we assess?**

Children's progress is monitored very carefully within Preston Primary Academy Trust (PPAT) in order that we can provide the best possible opportunities and highest levels of support for all children. This will ensure that all children achieve their best. All assessment activities aim to ensure that children are able to make excellent progress in their learning whilst taking into account their individual needs.

The aims and objectives of assessment in our Trust are:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To allow year teams to plan work that accurately reflects the needs of each child (referencing National Curriculum expectations).
- To help our children to understand what they need to do to improve their work.
- To provide regular information for parents so that they can support their child's learning.
- To take stock of whole school data and to identify future whole school development needs.

Marking and feedback to pupils, both written and oral are important aspects of the assessment process. They are integral to support an individual child on their learning journey and personal development.

### **Assessment at Preston Primary Academy Trust**

Staff at PPAT have worked collaboratively to develop an assessment system that takes into account the requirements of the National Curriculum.

There is great emphasis on children's strengths as well as areas for development. Assessment is mainly of a formative nature and takes place on a day-to-day basis during teaching and learning.

### **In-School Marking and Assessment**

We aim to provide feedback to children through marking, so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to show their level of understanding and to add a comment or initials to acknowledge formative advice given. (See the schools' separate marking policies for more information.) Children in

the older year groups may be able to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher. Teachers are advised to mark and review children's work at many points during a lesson (thereby not missing a learning opportunity.)

Pupils **may not** use AI tools:

- o To complete their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- o As a research tool to help them find out about new topics and ideas

Assessment in Years 1 to 6 is recorded on an Assessment sheet and entered onto a computerised system termly. Children are assessed against the following descriptors:

- Below expectations
- Secure – Exhibits skills independently
- Above/Exceeding– Exhibits skills spontaneously and with confidence, representing higher levels of attainment.

The focus of each assessment will be related to National Curriculum requirements and learning objectives. Assessment sheets will be completed as summative documents and recorded on our computerised system. Each key performance indicator or National Curriculum requirement should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. It will also identify areas that need to be re taught on occasions.

Most assessment information will be collected through observations, information in books, pupil self-assessment and assessment activities such as tests or quizzes.

Assessment information will be used to inform planning and to identify children who may need extra support.

A summative cohort document will be produced each term for English reading, English writing, and Maths and, for some year groups, grammar, punctuation and spelling (GPS). This will be based upon the programmes of study. Judgements will be based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The

cohort document will contribute to Pupil Progress meeting discussions and toward accountability data.

### **Pupil Progress Meetings**

Meetings take place termly between the Head teacher and class teacher. Within these meetings, the progress of every child is considered, and discussion take place about factors which have secured good progress and factors which may be inhibiting good progress. From such discussions specific activities or further individualised learning plans may be put in place.

Throughout the term, similar conversations take place between teachers and phase leaders or senior leaders, who also check pupil progress and the effectiveness of intervention programmes. The SENDCo (Special Educational Needs Co Ordinator) is alerted if extra support is needed.

### **Parent Consultations**

Parent consultation evenings take place in autumn and spring terms for children from Year R to Year 6.

Parents are asked to complete a satisfaction questionnaire at the end of every consultation evening to check that they have received adequate information and are aware of how they can support their child at home.

### **Reports to Parents**

At the end of the year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-review by the child and summative observations by the teaching team. Parents/guardians are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

### **Inclusion**

Preston Primary Academy Trust is fully inclusive and works hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is for all children, including those with additional needs. We work hard to ensure that all additional support in the classroom is deployed efficiently. Where a child is not making the expected progress the class teacher works alongside colleagues, phase leaders, parents, external agencies and the SENDCO to plan further individual support. We follow the assess, plan, do, review cycle to make sure that all children are monitored

closely and make good progress. We use learning passports where appropriate, which are reviewed with the child and parents termly. The SENDCO is available to provide advice and support to staff and families. We also maintain a list of focus children who may be vulnerable despite quality first teaching. All children are encouraged to achieve their best and become confident individuals who will make the very most of the opportunities provided.

### **Statutory Assessments**

Our children also complete a number of statutory summative assessments during their time at our schools.

### **Reception Baseline Assessment**

The Government requires schools to deliver the Reception Baseline Assessment (RBA-DfE). This statutory assessment is an age-appropriate assessment of early mathematics, literacy, communication and language. It is a task-based assessment, delivered in English, using physical resources and administered within the first six weeks of a pupil starting reception. There is an online scoring system for the practitioner to use as the pupil engages with the tasks and the results are submitted to the DfE. The DfE uses the RBA-DfE to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception to the end of Key Stage 2

### **Early Years Foundation Stage (EYFS) Profile**

The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.

Schools must complete the early years foundation stage profile assessment between April and June of the academic year in which children turn 5, which is usually the reception year.

### **Year One Phonics Check**

All children in Year 1 will participate in a statutory phonics check which assesses their ability to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make, such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word.

This assessment will be administered by a relevant teacher and take place in a nationally designated week in June. In 2026 this will be w/c 8<sup>th</sup> June. Results will be included with the Year 1 end of-year report.

### **Year Two Phonics Check**

Children who did not meet the expected standard in the Year One check will complete a further check in Year Two

### **Year Four Multiplication Tables Check**

Children in Year 4 will participate in a statutory multiplication tables check. This on-line assessment will be administered by the class teacher on an iPad/tablet or computer and will take place in a nationally designated 2-week period in June. In 2026 the testing period begins on 1<sup>st</sup> June. Results will be included in the Year 4 end of year report.

### **End of Key Stage 2 National Tests (SATs)**

Children in Year 6 sit externally marked tests to assess their knowledge and skills in English and Mathematics during May, they also complete writing tasks that are teacher assessed. In 2026, the tests are currently planned from Monday 11<sup>th</sup> May to Thursday 14<sup>th</sup> May. The results of these assessments are reported annually to the parents by the school and the Local Governing Body. The national expectation is that children should aim to meet age related expectations or exceed them at the end of Year 6. In addition, teachers across the school assess regularly and use this summative information to inform their planning and teaching.

### **Optional end of Key Stage 1 National Tests**

PPAT has determined that children in Year 2 will continue to be assessed on their knowledge and skills in English and Mathematics during May. These tests are not statutory, but the materials used are from the Standards and Testing Agency. The results of these assessments are reported annually to the parents by the school and the Local Governing Body. The national expectation is that children should aim to meet age related expectations or exceed them at the end of Year 2. In addition,

teachers across the school assess regularly and use this summative information to inform their planning and teaching.

### **Roles and Responsibilities**

The Board of Directors is responsible for:

- Being familiar with statutory assessment systems, as well as how the trust's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding trust leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the schools

### **Local governing bodies are responsible for:**

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school(s)

### **The CEO and school improvement partners are responsible for:**

- Ensuring that schools within the trust adhere to this policy
- Monitoring standards and assessment data across the trust
- Identifying schools that need support and prioritising key actions to address underachievement
- Reporting to the Board of Directors on progress and attainment data throughout the trust
- Supporting school leaders throughout the trust to make sure their school is conducting assessment competently and confidently, including training and moderation opportunities

### **Headteachers are responsible for:**

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to the Board of Directors and their local governing body on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Ensuring access arrangements are in place for those children who need them
- Ensuring there is no maladministration in the conduct of external assessments
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

**Teachers are responsible for:**

- Following the assessment procedures outlined in this policy
- Understanding test administration processes
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice