Leesland C of E Federation

Assessment Policy

"Two Schools, One Vision"

Approval By:	Learning Committee
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Review Approved (signature): EXECUTIVE HEADTEACHER

ON BEHALF OF GOVERNING BODY

Date Approved: 16th June 2026

Through our core Christian values, we aim to create an environment in which everybody feels loved enough to aspire to greatness, respected enough to build a community locally and globally, and gracious enough to include everyone on our journey to achieve a bright future for everyone.

Assessment Policy

Why assess?

Children's progress is closely monitored at Leesland C of E Federation in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment at Leesland

Staff at Leesland C of E Federation have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

Inclusion

Leesland is an inclusive federation, and we work with families to meet the needs of all our children to the best of our ability and resources. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We strive to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Assistant Headteacher for Inclusion (who is also our SENCO), parents/carers and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Pupil Plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents/carers. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEN Policy for more information.

Early Years Foundation Stage

The children complete a baseline in their first half term at school. Following this, children are assessed in the Early Years Foundation Stage (Year R) where staff will add information to an assessment profile for each individual child (using Arbor©). The team make a summative judgement each term, based on information they gather from work samples, observations of the children, small group and individual assessments. This information is based on same three categories as nursery/pre-school - emerging, developing or securing. The expectation is that most reception age children are working within the expected range of the Early Learning Goals (ELGs) at the end of Year R. Insights will be shared at parent teacher consultation meetings and in an end of year report.

Children in Year R also complete a NELI (Language) assessment at the start of the year and, where deemed appropriate by the school, a Dyslexia Early Screening Test (DEST) at the end of the year. These assessments are subject to parental consent.

Year One Phonics Check

All children in Year 1 will participate in the statutory phonics check unless they are disapplied following current DfE criteria. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.
Children who do not pass this check will be required to retake it in Year 2.

Year Four Multiplication Tables Check

All children in Year 4 will participate in the statutory online Multiplication Tables Check unless they are disapplied following current DfE criteria.

SATS

Children in Year 6 are formally assessed during May unless they are disapplied following current DfE criteria. The results of these assessments are reported annually to the parents. The national expectation is that children achieve Age Related Expectations (ARE) at the end of each Key Stage (Year 2 and Year 6). In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and Assessment

We aim to provide feedback to children both verbally and 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 edit their work and to respond to teachers' feedback. See separate Feedback & Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work as well as to identify next steps in their learning. This is done with the support of the class teacher and /or Learning Support Assistant (LSA).

Children are assessed using the following descriptors:

- Below age related expectations (not meeting age related expectations)
- Working towards age related expectations (needing support for objectives within age related expectations)
- Working at age related expectations (competent level / working independently to apply objectives)
- Working at Greater Depth (able to use learning to fluently and independently relate age related expectations in new situations and contexts)

The focus of each assessment will usually be a key performance indicator or National Curriculum criteria. Learning objectives will also be recorded. Each key performance indicator or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, independent learning tasks in books, pupil self-assessment and low-stakes assessment activities such as independent tasks and class quizzes.

Assessment information will be used to inform planning and to identify children who may need additional support. Summative assessment, which may include published end of term 'tests' for Maths and Reading, in a low stakes environment, will inform teacher assessments which will be used to update Arbor©, and other data tracking systems, termly. This information will contribute to the regular Pupil Progress meeting discussions as well as accountability data.

Family and Teacher Consultations

Family and teacher consultations (parents' evenings) take place in the autumn and spring terms for children in Year R through to Year 6. If parents/carers choose, children can attend the meetings. These are designed as two-way conversations to enable families and teachers to work together to best support a child's learning. Teachers will share with families how well children are achieving in terms of age-related expectations, their next steps and how parents can support learning at home.

Children who are on the SEN register have the opportunity to have an extended meeting instead, to share and discuss their Individual Pupil Plans (IPPs).

Annual Reports to Families

At the end of each year, families will receive a full report detailing achievements across the curriculum. The report will be based on summative assessment and knowledge of the child by the teaching team. Families are encouraged to provide feedback to the school.