



ASSESSMENT POLICY

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Purpose and Scope

At Franciscan Primary School, we believe that effective assessment is integral to high-quality teaching and learning. Assessment is not an end in itself; it is a continuous process that enables teachers to understand what pupils know, can do and need to learn next. It informs responsive teaching, celebrates achievement and ensures every pupil is supported to achieve their full potential.

Assessment is most effective when it is embedded within everyday classroom practice. Through ongoing formative assessment, teachers identify strengths, address misconceptions and adapt teaching to meet the needs of all learners. Alongside statutory and summative assessments, this enables us to monitor progress, maintain high expectations and ensure pupils make sustained progress across the curriculum. Our core values remain central:

Respect • Kindness • Perseverance

Ethos: Achieving Excellence Together

At Franciscan Primary School, assessment is viewed as a powerful tool for learning rather than simply a measure of attainment. We believe that pupils make the greatest progress when assessment is accurate, responsive and used to inform teaching.

Our approach to assessment promotes:

- high expectations for every learner
- responsive teaching that adapts to pupils' strengths and needs
- secure knowledge and long-term learning
- pupil confidence, independence and self-reflection
- collaboration between staff, pupils and families
- continual improvement through professional dialogue and moderation

Assessment supports our Franciscan values of **Respect, Kindness and Perseverance** by recognising effort, celebrating progress and encouraging pupils to reflect on their learning with honesty, resilience and pride.

This policy outlines the principles and practices that underpin assessment across Franciscan Primary School, from Nursery to Year 6.

It provides a consistent framework for:

- formative, diagnostic and summative assessment
- statutory national assessments
- teacher assessment and professional judgement
- monitoring pupil attainment and progress
- moderation and quality assurance
- reporting to parents and carers
- supporting pupils with Special Educational Needs and Disabilities (SEND)
- ensuring assessment informs high-quality teaching and learning

Our Principles of Assessment

Assessment at Franciscan Primary School is guided by the following principles.

Assessment should:

- be an integral part of teaching and learning, not an isolated event
- support every pupil to make strong progress from their individual starting points
- provide timely and accurate information that informs responsive teaching
- celebrate achievement while identifying next steps for learning
- maintain consistently high expectations for all pupils
- be inclusive and accessible, ensuring equitable opportunities for every learner
- encourage pupils to become reflective, independent learners who understand their own progress
- provide reliable information to support curriculum development, school improvement and statutory accountability
- strengthen professional dialogue through moderation and collaborative practice
- foster strong partnerships between school and home by providing clear and meaningful information to parents and carers

At Franciscan, assessment is most effective when it enables teachers to answer three key questions:

- **Where is the pupil now?**
- **Where do they need to get to?**
- **What should happen next to help them succeed?**

These questions underpin our daily classroom practice and ensure that assessment remains purposeful, responsive and focused on improving outcomes for every pupil.

Shared Expectations: Pupils, Staff and Families

Assessment is a shared responsibility. At Franciscan Primary School, effective assessment relies upon strong partnerships between pupils, staff and families. By working together, we create a culture where assessment supports learning, celebrates achievement and enables every child to succeed.

Our approach reflects our ethos of **Achieving Excellence Together**, ensuring assessment is accurate, meaningful and used to improve outcomes for every learner.

Pupils are supported and expected to:

Pupils are encouraged to become active participants in their own learning and to develop increasing independence through reflection and self-regulation. They are supported and expected to:

- understand the learning objective and success criteria for each lesson
- participate fully in learning and assessment activities
- respond positively to feedback and use it to improve their work
- reflect on their learning and identify their strengths and next steps
- engage honestly in self and peer assessment when appropriate
- persevere when learning is challenging and recognise mistakes as opportunities for learning
- take pride in the presentation and quality of their work
- demonstrate the school's values of Respect, Kindness and Perseverance throughout the learning process

Staff are responsible for:

All staff play an important role in ensuring assessment is accurate, purposeful and informs high-quality teaching.

Teaching staff are responsible for:

- planning assessment opportunities as an integral part of teaching and learning
- using formative assessment throughout lessons to identify strengths, misconceptions and next steps
- adapting teaching responsively to meet pupils' needs
- maintaining consistently high expectations for all learners
- using assessment information to inform planning and intervention
- ensuring assessment judgements are accurate, evidence-informed and consistent
- recording assessment outcomes in line with whole-school procedures
- engaging in professional dialogue, moderation and standardisation activities
- identifying pupils who may require additional support or challenge and working collaboratively with leaders and the SENCO where appropriate

- communicating pupils' progress clearly with parents and carers
- maintaining confidentiality and professionalism when recording and discussing assessment information

Teaching assistants and support staff contribute to assessment by:

- observing pupils during learning
- providing feedback to teachers on pupils' understanding and progress
- supporting formative assessment within lessons
- contributing to intervention records where appropriate
- promoting pupils' confidence, independence and participation in learning

Senior leaders are responsible for:

- ensuring assessment systems are implemented consistently across the school
- monitoring the quality and impact of assessment practices
- leading moderation and standardisation activities
- analysing attainment and progress data
- supporting staff through coaching and professional development
- ensuring statutory assessment requirements are met
- evaluating the impact of assessment on teaching, learning and pupil outcomes

Parents and carers are expected to:

Parents and carers are valued partners in their child's education. We work collaboratively to ensure assessment information supports pupils' learning both at school and at home.

Parents and carers are encouraged to:

- support positive attitudes towards learning and achievement
- attend parent consultation meetings and curriculum events
- engage with information shared through reports and assessment updates
- celebrate effort, progress and achievement alongside attainment
- communicate any concerns that may affect their child's learning
- work in partnership with the school to support agreed next steps
- encourage regular attendance and readiness to learn

Assessment as a Partnership

At Franciscan Primary School, assessment is most effective when it is viewed as a collaborative process. Teachers use assessment to inform teaching, pupils use assessment to understand and improve their learning, and parents use assessment information to support learning beyond the classroom.

By working together, we ensure that assessment is not simply a measure of attainment, but a tool that enables every child to make excellent progress and achieve success within an ambitious and inclusive curriculum.

The Franciscan Approach to Assessment

At Franciscan Primary School, assessment is an integral part of teaching and learning. It is used to identify what pupils know, understand and can do, enabling teachers to plan the next steps in learning with precision and purpose. Assessment is continuous, responsive and embedded within everyday classroom practice, ensuring that every pupil is supported and challenged to achieve their full potential.

Our approach to assessment reflects our ethos of Achieving Excellence Together and is underpinned by the Franciscan Fundamentals of Adaptive Teaching, Speaking and Listening, Metacognition and Assessment for Learning. Assessment is used not only to measure attainment, but to improve teaching, deepen learning and promote pupil independence.

The Franciscan Assessment Cycle (Appendix 1) provides a consistent framework for assessment across the school, ensuring that assessment informs planning, teaching, intervention and review.

Assessment Principles

Assessment at Franciscan is guided by the following principles: Assessment should:

- be an integral part of every lesson
- inform responsive teaching and curriculum planning
- identify strengths, misconceptions and barriers to learning
- promote high expectations for every pupil
- celebrate progress and achievement
- support pupils to become reflective and independent learners

- provide accurate and reliable information about attainment and progress
- inform interventions and additional support where required
- contribute to continual school improvement through professional dialogue and moderation

Assessment is most effective when it enables teachers to answer three key questions:

- **Where is the pupil now?**
- **Where do they need to get to?**
- **What are the next steps in learning?**

Assessment for Learning

Assessment for Learning is embedded throughout every lesson and forms part of the Franciscan Lesson Sequence. Teachers continually assess pupils' understanding in order to adapt teaching, address misconceptions and move learning forward.

Teachers use a range of formative assessment strategies, including:

- retrieval practice to strengthen long-term memory
- purposeful questioning to probe understanding and deepen thinking
- observation of pupils during learning
- discussion and high-quality classroom talk
- live verbal feedback
- review of pupils' recorded work
- self and peer assessment against success criteria
- reflection and review at the end of lessons

Assessment information is used immediately to adapt teaching, provide additional support or extend learning where appropriate.

Diagnostic Assessment

Diagnostic assessment identifies pupils' starting points, prior knowledge and any barriers to learning. It enables teachers to plan learning that builds on what pupils already know and can do.

Diagnostic assessment may include:

- baseline assessments
- retrieval activities
- low-stakes quizzes
- classroom discussion
- teacher observation
- previous assessment information
- information shared by previous teachers and external professionals

Diagnostic assessment also supports the early identification of pupils who may require additional support, intervention or further assessment.

Summative Assessment

Summative assessment provides information about pupils' attainment at key points throughout the academic year. It enables teachers and leaders to evaluate progress, identify trends and inform future curriculum planning.

At Franciscan Primary School, summative assessment includes:

- teacher assessment across all curriculum subjects
- NTS Reading, Grammar and Mathematics Assessments
- end-of-unit assessments
- statutory national assessments
- Early Years Foundation Stage Profile
- foundation subject assessments informed by pupils' knowledge and application

Summative assessment complements, rather than replaces, the ongoing formative assessment that takes place every day in classrooms.

Statutory Assessment

The school fully complies with all statutory assessment requirements set by the Department for Education.

Statutory assessments provide national information about pupils' attainment and support transition between phases of education. They also contribute to school self-evaluation and accountability.

Statutory assessments undertaken at Franciscan Primary School include:

- Reception Baseline Assessment (RBA)
- Early Years Foundation Stage Profile (EYFSP)
- Year 1 Phonics Screening Check
- Year 2 Phonics Screening Check (for eligible pupils)
- Multiplication Tables Check (Year 4)
- Key Stage 2 National Curriculum Tests
- Statutory teacher assessment requirements

Franciscan Primary School fulfils all statutory assessment requirements set by the Department for Education.

Recording and Using Assessment Information

Teachers use assessment information to monitor attainment, progress and achievement throughout the year.

Assessment information is recorded using the school's agreed assessment systems, including **Sonar Tracker**, ensuring that:

- attainment and progress are monitored consistently across the school
- outcomes for different groups of pupils are analysed
- pupils requiring additional support or challenge are identified promptly
- interventions are planned, implemented and evaluated
- information supports pupil progress meetings and transition between year groups

Assessment information is used to improve teaching and learning and should never be viewed solely as a data collection exercise.

Assessment Across the Curriculum

Assessment is planned across all areas of the curriculum and reflects the aims and progression of each subject. Teachers use a range of assessment approaches appropriate to the curriculum, including:

- observation
- questioning
- practical application

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- discussion
 - quizzes
 - independent tasks
 - written outcomes
 - performance and presentation
 - teacher assessment

In foundation subjects, assessment focuses upon pupils' acquisition and application of substantive and disciplinary knowledge, enabling teachers to identify secure understanding and inform future curriculum planning.

Assessment for Inclusion

Assessment is inclusive and enables every pupil to demonstrate their knowledge, understanding and progress.

Teachers adapt assessment approaches where appropriate to meet individual needs, including for pupils with SEND, pupils with English as an Additional Language (EAL) and disadvantaged pupils.

Adaptive assessment may include:

- additional scaffolding
- assistive technology
- alternative methods of recording
- adapted questioning
- additional processing time
- reasonable adjustments in line with statutory guidance

Assessment is used to identify need, celebrate success and ensure every pupil has equitable opportunities to achieve within an ambitious curriculum.

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Pupil Progress Meetings

Pupil Progress Meetings take place termly and form an integral part of the school's assessment cycle.

These meetings provide opportunities for teachers and senior leaders to:

- review attainment and progress for all pupils
- identify pupils who are making accelerated, expected or slower than expected progress
- analyse outcomes for key groups, including disadvantaged pupils, pupils with SEND, pupils with EAL and higher attainers
- identify barriers to learning
- evaluate the impact of classroom practice and interventions
- agree appropriate next steps and support
- monitor progress towards school improvement priorities

Pupil Progress Meetings are collaborative and solution-focused, ensuring assessment information leads to responsive teaching and improved outcomes for every pupil.

Moderation and Standardisation

Moderation is an essential part of maintaining accurate and consistent teacher assessment.

Teachers participate in regular moderation activities to:

- develop a shared understanding of age-related expectations
- ensure consistency of assessment judgements across classes and year groups
- evaluate pupils' work against agreed standards
- share effective assessment practice
- strengthen professional confidence and expertise

Moderation may take place:

- within year groups
- across phases
- across the school
- within the Trust
- with local authority moderation networks
- through statutory moderation where required

Professional dialogue is central to the moderation process and supports continual improvement in assessment practice.

Monitoring Assessment Practice

Senior leaders and subject leaders monitor assessment practice throughout the academic year to ensure consistency, accuracy and impact.

Monitoring activities may include:

- learning walks
- book looks and work scrutiny
- assessment reviews
- planning scrutiny
- pupil voice
- lesson visits
- data analysis

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- moderation activities
 - review of assessment information on Sonar Tracker

The purpose of monitoring is to support professional development, celebrate effective practice and identify opportunities for further improvement.

Assessment Information and Data

Assessment information is analysed regularly to evaluate pupil attainment, progress and the effectiveness of teaching. Assessment information is used to:

- identify strengths across the curriculum
- identify pupils requiring additional support or challenge
- evaluate the impact of interventions
- monitor the progress of vulnerable groups
- inform curriculum development
- support school self-evaluation
- contribute to strategic planning and school improvement

Assessment data should always be interpreted alongside teachers' professional judgement and knowledge of individual pupils.

Reporting to Parents and Carers

Parents and carers are kept informed about their child's attainment, progress and next steps throughout the academic year.

This includes:

- parent consultation meetings
- annual written reports
- discussions where additional support or intervention is required
- statutory assessment outcomes where applicable

Reporting is clear, accurate and celebrates pupils' achievements whilst identifying appropriate next steps for learning. We value strong partnerships with families and recognise the important role parents and carers play in supporting their child's learning.

Supporting Pupils with SEND

Assessment for pupils with Special Educational Needs and Disabilities (SEND) is inclusive and responsive to individual needs.

Assessment information is used to:

- identify barriers to learning
- inform adaptive teaching
- evaluate the effectiveness of targeted support
- contribute to the Assess, Plan, Do, Review cycle
- support referrals to external agencies where appropriate
- monitor progress towards individual outcomes

Teachers work collaboratively with the SENCO, families and external professionals to ensure assessment accurately reflects pupils' learning and supports positive outcomes.

Professional Development

High-quality assessment relies upon continual professional learning.

Staff are supported through:

- instructional coaching
- collaborative planning
- moderation activities
- Trust-wide & Local Authority professional development
- national and local authority updates
- professional reading and research
- leadership support and mentoring

Professional development ensures assessment practice remains current, consistent and aligned with statutory guidance and evidence-informed practice.

Roles of Senior Leaders and Governors

The Headteacher is responsible for ensuring that assessment is implemented consistently across the school and that statutory assessment requirements are fulfilled.

Senior leaders will:

- monitor the quality and consistency of assessment practice
- ensure statutory assessment arrangements are met
- support staff through coaching and professional development
- analyse assessment information to inform school improvement
- evaluate the impact of assessment on pupil outcomes

The Local Governing Body will:

- monitor the effectiveness of the school's assessment arrangements
- ensure statutory responsibilities are fulfilled
- provide appropriate support and challenge in relation to school performance

Appendix 1: The Franciscan Assessment Cycle

At Franciscan Primary School, assessment is a continuous process that informs teaching, supports pupil progress and promotes continual improvement. Assessment is embedded within everyday classroom practice and is used to identify pupils' strengths, address misconceptions and plan the next steps in learning.

The Franciscan Assessment Cycle ensures assessment is purposeful, responsive and consistent across the school.

The Franciscan Assessment Cycle

Stage	Purpose	Teacher Actions	Assessment Evidence	Outcome
1. Identify Starting Points	Establish what pupils already know, understand and can do before new learning begins.	Review prior learning, analyse previous assessment information, use retrieval practice and identify misconceptions.	Baseline assessments, retrieval activities, prior attainment, transition information, discussion and teacher observation.	Learning is planned from pupils' current understanding and barriers to learning are identified.
2. Assess During Learning	Continuously monitor pupils' understanding throughout teaching.	Use formative assessment to check understanding, question pupils, observe learning and provide immediate feedback.	Questioning, observation, classroom discussion, mini whiteboards, retrieval practice, pupils' work, self and peer assessment and live verbal feedback.	Teachers identify misconceptions and adapt teaching in real time.
3. Respond to Learning	Adapt teaching to meet pupils' needs and secure understanding.	Re-teach, scaffold, provide additional challenge, regroup pupils or adjust learning where appropriate.	Teacher observation, discussion, pupils' responses and formative assessment evidence.	Teaching becomes increasingly responsive, ensuring all pupils are appropriately supported and challenged.

4. Evaluate Learning	Determine how securely pupils have achieved the intended learning.	Make professional judgements using a range of assessment evidence.	Teacher assessment, NTS Reading and Mathematics Assessments, end-of-unit assessments, independent outcomes, foundation subject assessments and statutory assessments where applicable.	Accurate assessment judgements inform attainment, progress and next steps.
5. Monitor Progress	Review attainment and progress over time.	Analyse assessment information and discuss outcomes through professional dialogue.	Sonar Tracker, pupil progress meetings, moderation activities, assessment analysis and professional judgement.	Strengths, priorities and pupils requiring support or challenge are identified.
6. Plan Next Steps	Use assessment information to improve future teaching and learning.	Adapt curriculum planning, identify intervention, communicate progress and evaluate impact.	Assessment analysis, teacher reflection, intervention reviews, moderation outcomes and discussions with pupils and parents.	Assessment informs future teaching, intervention, curriculum development and continuous improvement.

Appendix 2: Franciscan Assessment Calendar

At Franciscan Primary School, assessment is planned across the academic year to ensure a balanced approach to formative, summative and statutory assessment. The assessment calendar provides a consistent framework for monitoring attainment and progress whilst ensuring assessment informs teaching and learning throughout the year.

Term	Assessment Focus	Assessment Evidence	Assessment Outcome
Autumn 1	Reading, Writing, Grammar, Punctuation & Spelling, Mathematics	Baseline assessment, retrieval activities, NTS Assessments, teacher assessment	Update Sonar Tracker and identify pupils requiring support or challenge.
Autumn 2	Foundation Subjects	Prior knowledge retrieval, end-of-unit quizzes, disciplinary tasks, extended writing or practical outcomes	Update teacher assessment and curriculum records.
Spring 1	Reading, Writing, Grammar, Punctuation & Spelling, Mathematics	NTS Assessments, teacher assessment and ongoing formative assessment	Update Sonar Tracker and review progress through Pupil Progress Meetings.

Spring 2	Foundation Subjects	Prior knowledge retrieval, end-of-unit quizzes, disciplinary tasks, extended writing or practical outcomes	Update teacher assessment and curriculum records.
Summer 1	Reading, Writing, Grammar, Punctuation & Spelling, Mathematics	NTS Assessments, teacher assessment and statutory assessments where applicable	Update Sonar Tracker and monitor end-of-year attainment.
Summer 2	Foundation Subjects	Prior knowledge retrieval, end-of-unit quizzes, disciplinary tasks, extended writing or practical outcomes	Complete final teacher assessments, moderation and annual reporting.

Review

This policy will be reviewed every two years or earlier in response to changes in statutory guidance, national assessment arrangements or school priorities.

Version	Date Reviewed	Reviewed By	Summary of Changes	Next Review Date
1.0	September 2024	Headteacher	Initial policy created	September 2026
2.0	June 2026	Headteacher	Review Policy & Layout	July 2028