

Assessment Policy

September 2026



This policy should be read in light of our Mission Statement as follows:

'At St. Joseph's, we live, love and learn by the example of Jesus'

This *Assessment for Learning (AfL) Policy Framework* is designed to support school leaders and educators in developing a comprehensive and coherent approach to assessment that supports pupil progress, informs teaching and meets the expectations outlined in the National Curriculum (2014), DfE Assessment Principles (2014), and the Ofsted Education Inspection Framework (EIF, 2019).

1. Policy Purpose and Rationale

- **Purpose:**
To set out the principles, expectations, and procedures for Assessment for Learning (AfL) across the school, consistent with national expectations.
 - **Rationale:**
Assessment is integral to effective teaching and learning. Effective AfL enables teachers to identify what pupils know, understand and can do, in order to plan next steps that will secure good progress. It also empowers pupils to take ownership over their learning.
 - **Statutory context:**
 - DfE *National Curriculum in England: Framework Document* (2014) which states:
"Teachers should make regular assessments of pupils' progress. The results of these assessments should be used to plan subsequent lessons and to support pupils in making progress."
 - DfE *Final Report of the Commission on Assessment Without Levels* (2015)
 - DfE *Standards for Teachers' Professional Development* (2016)
 - Ofsted *Education Inspection Framework* (EIF), 2019, which emphasises that assessment should be used to inform teaching and not unnecessarily burden staff.
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2. Scope of Policy

- Applies to all staff involved in teaching and assessing pupils, including:
 - Classroom teachers
 - Teaching assistants (where relevant)
 - Subject leaders
 - Senior leaders
 - Covers both formative and summative assessment practices across EYFS, Key Stage 1 and Key Stage 2.
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3. Key Principles of Assessment for Learning

Assessment for Learning in our school will be underpinned by the following principles:

1. It is part of effective teaching and learning.
2. It focuses on how pupils learn and helps them understand how to improve.
3. It is central to classroom practice and supported by effective questioning.
4. It provides feedback that closes the gap between current and desired performance.
5. It promotes independence by helping pupils take responsibility for their own learning.

(Source: *Assessment Reform Group*, 2002 / DfE Commission on Assessment Without Levels, 2015)

4. Types of Assessment

4.1 Formative Assessment (Assessment for Learning)

- **Definition:** Ongoing, day-to-day assessment that impacts teaching and learning decisions.
- **Includes:**
 - Effective questioning
 - Mini plenaries or 'checkpoints'
 - Pupil discussions and oral responses
 - Self- and peer-assessment
 - Feedback (verbal/written)
- **Purpose:**
 - To identify misconceptions and gaps in understanding

- To inform future lesson planning
- To provide pupils with information that helps them improve

4.2 Summative Assessment (Assessment of Learning)

- **Definition:** Assessment that evaluates pupil learning at the end of a unit, term or year.
 - **Includes:**
 - End-of-unit/topic tests (in foundation subjects)
 - Standardised assessments (termly in CORE subjects)
 - Teacher assessments for reporting
 - National assessments (e.g. SATs in KS1/KS2, Phonics Screening)
 - **Purpose:**
 - To monitor progress against national and school expectations
 - To support accurate reporting to parents, governors and agencies
 - To evaluate the effectiveness of the curriculum and interventions
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5. Effective Feedback and Marking

5.1 Principles of Effective Feedback

- Based on *EEF (Education Endowment Foundation)* recommendations:
 - Feedback should be specific, accurate and clear.
 - Feedback should encourage and support further effort.
 - Feedback should be given at a time when it is most likely to be effective.

5.2 Feedback Approaches in School

- Immediate, verbal, in-lesson feedback prioritised.
 - Highlighting and coding strategies used for written feedback.
 - Use of whole-class feedback sheets and marking codes (where appropriate).
 - Regular opportunities for pupils to respond to feedback (e.g. 'purple pen' time).
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6. Pupil Involvement in Assessment

- Pupils are taught how to reflect on their learning through:

- Learning objectives and success criteria
 - Self-assessment checklists/targets
 - Peer feedback protocols
 - Progress tracking (e.g. in pupil books or learning journals)
 - Supports development of metacognition and independence, as promoted by *EEF's Metacognition and Self-regulation Guidance Report* (2018).
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7. Assessment Expectations by Role

7.1 Teachers

- Use AfL strategies routinely and adapt teaching accordingly.
- Engage pupils in peer/self-assessment.
- Record key assessment information as per subject policies.
- Contribute to moderation processes.

7.2 Subject Leaders

- Monitor the consistency and impact of AfL in their subject.
- Support teachers through modelling and professional development.
- Lead termly moderation activities.

7.3 Senior Leaders/SLT

- Ensure assessment policy is used consistently and effectively.
 - Monitor impact through book looks, lesson observations and data review.
 - Support staff through CPD and assessment resources.
 - Report to governors and parents.
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8. Moderation and Standardisation

- **Internal moderation:** Regular across-year-group and across-phase moderation events.
- **External moderation:** Participation in LA moderation and partnership reviews.
- **Purpose:**
 - To ensure consistent, reliable judgements.
 - To enhance teacher confidence and professional dialogue.

9. Use of Assessment Data

- Used diagnostically to:
 - Identify gaps in learning
 - Plan targeted support and interventions
 - Track cohorts and vulnerable groups
 - Inform school improvement plans
- Systems used must be proportionate and purposeful. As Ofsted EIF (2019) states:
“Inspectors will not scrutinise individual pupils’ work or teacher assessment records on inspection unless they are useful in understanding how assessment supports the curriculum.”

10. Assessment and Inclusion

- Assessment procedures take account of:
 - Pupils with SEND (in line with EHCPs where applicable)
 - EAL learners
 - Disadvantaged pupils and other vulnerable groups
- Reasonable adjustments made to ensure fair access to assessments.
- Aligns with DfE *SEND Code of Practice* (2015).

11. Monitoring and Evaluation of AfL

- SLT and subject leaders will monitor implementation through:
 - Learning walks/classroom observations
 - Work/book scrutiny
 - Planning analysis
 - Pupil voice
 - Data reviews
- Governors will receive regular updates on AfL effectiveness as part of the curriculum and standards agenda.

12. Professional Development

- Ongoing CPD to embed best practice in AfL, e.g.:
 - Effective questioning
 - Feedback and marking strategies
 - Use of assessment data
 - Moderation training
 - In line with *Standards for Teachers' Professional Development* (DfE, 2016).
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13. Policy Review

- The policy will be reviewed **annually**, or sooner if significant changes to national expectations or school practice occur.
 - Responsibility for review: **Assessment Lead / Deputy Headteacher / Head Teacher (Miss Entwisle or Mrs Moseley)**
 - Consultation with staff and governors part of review process.
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References

- Department for Education (2014). *National Curriculum in England: Framework Document*
 - DfE (2015). *Final Report of the Commission on Assessment Without Levels*
 - Ofsted (2019). *Education Inspection Framework*
 - Education Endowment Foundation (EEF). *Teacher Feedback to Improve Pupil Learning*, 2021
 - EEF (2018). *Metacognition and Self-Regulated Learning*
 - DfE (2015). *SEND Code of Practice*
 - Assessment Reform Group (2002). *Assessment for Learning: 10 Principles*
 - DfE (2016). *Standards for teachers' professional development*
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This policy will be reviewed in July 2027