



Four Oaks Primary School Assessment Policy

This policy outlines the purpose, nature and management of assessment of Four Oaks Primary School. Assessment is an integral part in the teaching and learning process; it enables teachers to create lessons that cater to the needs of each pupil ensuring they have the opportunity to make progress from their starting point. At Four Oaks Primary School, we give our children regular feedback on their learning so that they understand what to do in order to improve and use our continuing assessments to ensure we provide a high-quality education for all pupils.

Aims

The aim of this policy is to give a clear outline of all assessment processes at Four Oaks Primary to ensure assessment is used as a tool to inform planning, track pupil progress and raise standards.

Role and Responsibilities

The overall responsibility for assessment across the school is the Assistant Head Teacher, who is also the Assessment Leader. Class teachers are responsible for assessment of the children in their classes and curriculum subject leaders are responsible for monitoring assessment within their subject area. The SENDCO is responsible for monitoring the progress of SEND children across the school.

Implementation

Assessment at Four Oaks is not only used to identify the attainment of pupils at set points in the year but is also a daily process used to ensure that lessons cater for the ever-developing needs of our children. We use assessment to judge the impact of our curriculum on children's progress and attainment. Both formative and summative assessment is used across the school to effectively identify gaps in learning and to celebrate strengths and successes in children's achievements.

Formative assessment

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. This type of assessment is used to assess knowledge, skills and understanding and is used to identify gaps and misconceptions. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. It enables teachers to provide appropriate support or challenge as appropriate. Methods of formative assessment include: the use of quality questions and marking and feedback of pupils' work (see marking policy for details).

Summative assessment

Summative assessment occurs at pre-defined periods of the academic year such as SATs tests, NFER standardised tests or end of unit tests. Summative tests help teachers to benchmark pupils, track progress and to make mid-year and end of year judgements on a child's attainment against a year group's programme of study objectives.

Internal summative assessment data is collected at key points in the year (see assessment timetable) and provides information about the impact of our curriculum on children's progress and attainment.

The way summative assessment data is collected varies between the core and foundation subjects:

- Reading, Maths and EGPS - summative assessment and data collections are completed three times a year for Reading and Maths in KS1 and KS2 plus EGPS at KS2. These assessments are recorded as standardised test scores generated by the NFER termly tests. Analysis of assessments, including QLA, help to inform next steps in learning and to plan any catch-up interventions that may need to be implemented for identified children. Disadvantaged pupil data is analysed and results feed into the Pupil Premium (PP) strategy.
- Writing – Summative writing assessments are completed each half term. The whole school writing map sets out the genre, audience and purpose that each year group is to work on at different points in the year to ensure children are being exposed to a wide range of writing opportunities. Writing is assessed against a writing checklist created for each year group which details the writing objectives for the current year and key skills children should still be applying confidently in their writing from previous years. This process ensures that previous learning in writing is constantly being revisited and built upon and that any gaps can be quickly addressed.
- Phonics – All children accessing RWI are assessed every 6 weeks. These results are used to inform future planning and ensure lessons cater for the needs of the children. Results from these assessments are also used to ‘stream’ children when appropriate so they have the opportunity to secure learning in a particular phonics phase before moving onto the next phase.
- PM Benchmarking – All KS2 children complete a PM Benchmarking activity at the start of the year to identify their reading level. This information is then used to provide reading books at an appropriate level to each pupil. This process is carried out again at different points in the year to check children’s progress. Benchmarking is also one method we use to identify children who are working significantly lower than ARE so appropriate interventions can be put into place.
- Foundation subjects and science - Assessments are completed at the end of a unit of work. Judgements are recorded on separate templates for each subject area. Only children who have not achieved the objectives for the unit of work are identified on foundation subject trackers. If a child does not appear in the tracker, then they have been identified as working at the expected standard in that unit of work. Children working at GDS are identified but only in relation to the skills developed in a unit of work. All children consistently work within their own year group objectives, but GDS children deepen their learning through the opportunity to apply skills to a wide range of varied and complex activities.

Statutory Summative Assessments

All statutory assessments are completed in line with the Standards and Testing Agency timetable including the Reception Baseline Assessment (RBA) and EYFSP in Reception, the end of key stage SATs for years 2 and 6, the phonics screening check in Year 1 and the multiplication tables check in Year 4. Results from statutory assessments are reported to the local authority and parents as appropriate. Although, no longer statutory, end of KS1 SATs are completed in Year 2.

Pupil Progress Interviews

The Assessment Leader collects all forms of summative data and reviews whole school patterns and trends (e.g. particular groups of learners/ a particular subject area) to raise standards across the school. This data is then discussed with teachers during termly Pupil Progress Interviews. The following points are discussed during the process:

- Percentage of pupils on track to achieve EXS/ GDS
- Pupils on track to make expected progress from their starting points.
- Identifying children who are not on track to make expected progress and reviewing the support in place for these children (e.g. quality first teaching/ interventions etc.).
- Identifying children who are not on track to reach ARE and reviewing support in place to support them ‘narrow the attainment gap’.

- Any CPD/ training needs teachers would like in relation to supporting all pupils to make expected progress.

Additional pupil progress meetings are held termly with the school SENDCO. These meetings focus on the needs of our SEND pupils to ensure that the correct support is in place to enable them to make progress from their individual starting points. These meetings help to plan the support children will receive which is detailed on each year groups' provision maps.

Using Assessment to Plan Interventions

Assessment not only allows teachers to judge the impact of our curriculum on a learner's progress but also to identify children who would benefit from a learning intervention. To narrow the learning gap between the lowest attaining learners and their peers and to ensure middle attaining learners remain 'on-track' to achieve age related expectations, we use three different types of interventions: Pre-teach, Keep-up and Catch-up. Assessment plays an important part in identifying which type of intervention will benefit children at different points in their education.

Pre-Teach Intervention

- Pre-teaching is used to help learners to keep up with their peers rather than catch up. It is to remove learners having the experience of 'failing' during the lesson – pre-teaching can set children up to succeed in a lesson where otherwise they may experience failure.
- Teachers make a judgement on which learners will need pre-teaching before the lesson (not afterwards as in 'Keep up' interventions). Daily formative assessment will be used to identify children who will benefit from a pre-teach session.
- The person who has planned the whole class lesson will usually be the person to carry out the pre-teach session or they will ensure that it is delegated to a teaching colleague who has been well briefed so they know what knowledge a child will need in order to access the lesson successfully.

Keep-Up Intervention

- Provides learners with an immediate opportunity to have a 'second chance' to assimilate an aspect of a given lesson.
- Keep-up intervention needs to happen before the following lesson to allow learners to continue to keep up with the lesson sequence and to ensure there are no gaps in learning.
- For a keep-up intervention to be effective, teachers need to be aware of exactly what it is the children have not grasped and have a specific focus – an unfocused session can generate more confusion or frustration.
- Keep-up interventions can be completed by any teaching colleague who was in the lesson – this is important so the staff member completing the session knows how concepts were taught and can clearly identify the gap in the learners' understanding.
- Keep-up interventions may include:
 - Working through maths questions or methods
 - Looking at specific devices used during English e.g. types of clause/ a particular spelling pattern/ a comprehension question answered incorrectly.
 - Discussing a science concept in which the child has shown a misconception e.g. features of different animals.

Catch-Up Intervention

- Helps learners to 'catch-up' where, for one of many possible reasons, they have fallen significantly behind

- Catch-up interventions aim to ‘narrow the gap’ between learners who have fallen behind and those who are peers – they should bring the level of the lowest achievers closer to their peers.
- Part of the theory of catch up is “that if struggling learners are brought sufficiently in line with expectations of their age, then, with good teaching, they should need little or no further support.” (Every Child Counts)
- Catch-up interventions should be structured and take place over a set number of weeks.
- Any teaching colleague familiar with the aims of the intervention and the needs of the learners can run a catch-up session.
- Catch-up interventions should include explicit and systematic teaching – ensure learners can build on prior learning and make connections and links in their skills and knowledge.
- Examples of catch-up interventions include:
 - Fast track tutoring
 - Specific Phonics teaching focusing on gaps in learning (e.g. blending of CCVCC words/ particular GPC etc.)
 - Bespoke interventions created by the teacher after completing a diagnostic assessment.

Reporting to Parents

Parent/ teacher consultation evenings take place twice a year in the Autumn and Spring terms. During these meetings teachers share the next steps targets and the progress pupils have made to date. In the Summer term, an end of year report is shared with parents detailing the pupils end of year attainment and next steps for the following academic year. Throughout the year parents are welcome to come to school to have an informal discussion about their child’s progress if there are any concerns.

Supporting documents

[Assessment Timetable](#)
[Marking Policy](#)
[Pupil Progress Records](#)

Policy to be reviewed July 2026