



Cupernham
Junior School

ASSESSMENT POLICY

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This policy was updated in March 2026 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

1. AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. PRINCIPLES OF ASSESSMENT

At Cupernham Junior School, assessment is viewed as a continuous process that is integral to effective teaching and learning. High-quality assessment is inextricably linked to our curriculum and plays a central role in promoting pupils' progress. Our approach ensures that high-quality teaching is informed by accurate, ongoing assessment. The following principles underpin our assessment system:

- **High expectations for all:** The school ethos promotes the belief that every child can succeed when taught and assessed effectively.
- **Fair and inclusive:** Assessment is fair, free from bias, and designed to meet the needs of all pupils, including those with SEND and differing abilities.
- **Purposeful:** Every assessment activity has a clear purpose and is fit for its intended use.
- **Age- and task-appropriate:** Assessment methods are appropriate to pupils' age, the learning task and the type of feedback required.
- **Honest and transparent:** Assessment outcomes are communicated clearly, openly and accurately to support pupils' learning and inform professional judgements.
- **Consistent and reliable:** Assessment practices produce consistent judgements that can be moderated internally and externally to ensure accuracy.
- **Supportive of dialogue:** Assessment informs meaningful and productive conversations between staff, pupils and parents.
- **Meaningful information:** Assessment outcomes provide clear, useful information that supports understanding of progress and next steps.

- **Improves teaching and learning:** All forms of assessment are used primarily to enhance teaching and improve learning outcomes.
- **Pupil ownership:** Children are encouraged to reflect on their progress, recognise their strengths and identify what they need to do to improve.
- **Manageable and sustainable:** Assessment systems are designed to minimise unnecessary workload and avoid generating paperwork that does not directly support learning.
- **Ambitious and benchmarked:** Assessment places pupils' attainment and progress within the context of nationally standardised criteria and expected standards, supporting accountability at all levels.
- **Enables strategic decision-making:** Assessment information supports school leaders and governors in planning, allocating resources and tracking pupil progress.
- **Supports progression:** Assessment embodies clear, objective criteria that map out pathways of progress for all pupils and aid smooth transition between year groups and key stages.
- **Motivational:** Assessment feedback is designed to inspire effort, resilience and a belief that improvement is achievable through practice and hard work.

4. ASSESSMENT APPROACHES

At Cupernham Junior School, we use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 IN-SCHOOL FORMATIVE ASSESSMENT

4.1.1 Purpose

Formative assessment refers to the ongoing, day-to-day assessment undertaken by teachers as an integral part of high-quality classroom practice. Its primary purpose is to gather timely and relevant information about pupils' learning so that teaching can be adapted effectively. Formative assessment identifies pupils' strengths, gaps in understanding and misconceptions, ensuring that learning is responsive and supports every child in achieving well. Formative assessment is also a key mechanism for enabling pupils to understand their own progress and next steps and for keeping parents and carers informed about how they can best support learning at home.

4.1.2 Principles

The school's approach to formative assessment is underpinned by the following principles:

- **Responsiveness:** Assessment information is used immediately to adjust teaching and provide appropriate support or challenge.

- **Clarity:** Pupils understand what they are learning, what success looks like, and how they can improve.
- **Equity:** Formative assessment supports all pupils, including those with SEND, disadvantaged pupils, and pupils at risk of falling behind.
- **Manageability:** Assessment practices are purposeful, proportionate and designed to minimise unnecessary workload for staff.
- **Consistency:** Agreed approaches to formative assessment are implemented across all year groups to ensure coherence and progression.
- **Curriculum Alignment:** Formative assessment is directly linked to curriculum intent and supports adaptive teaching within and across subjects.

4.1.3 What Formative Assessment Enables

Effective formative assessment enables:

Teachers

- To monitor pupils' learning on an ongoing basis and adapt teaching accordingly.
- To identify gaps in understanding and misconceptions so these can be addressed promptly.
- To plan future lessons based on accurate, up-to-date knowledge of pupils' needs.

Pupils

- To evaluate their own learning against clearly identified learning objectives and success criteria.
- To identify their next steps and take increasing responsibility for their progress.
- To build confidence, motivation and resilience through regular, constructive feedback.

Parents and Carers

- To develop a broad understanding of their child's strengths and areas for development.
- To understand how they can support learning at home.

4.1.4 Formative Assessment Strategies

A range of formative assessment strategies are used across the school. These include, but are not limited to:

- Sharing learning objectives and success criteria with pupils at the start of lessons.
- Teachers and pupils assessing learning in relation to the stated learning objective.
- High-quality written and verbal feedback that moves learning forward.

- Pupil self-assessment to develop awareness of strengths and areas for improvement.
- Peer assessment and collaborative review of work.
- Targeted, rich questioning to probe understanding and deepen learning.
- Pupil conferencing as part of ongoing dialogue about progress and next steps.
- Pre-learning assessments, completed independently, to identify prior knowledge before new units.
- Regular opportunities to revisit prior learning, such as maths flashback tasks and monthly science reviews.
- Assessment of key vocabulary to secure conceptual understanding across subjects.
- Low-stakes quizzes and retrieval tasks designed to strengthen long-term memory.
- Use of mini-whiteboards, live marking, and practical demonstrations to assess understanding in the moment.
- Subject-specific strategies such as oral explanations in science, reading response discussions, or quizzes.
- Opportunities for teachers and pupils to jointly reflect on progress and set future goals.

4.1.5 Use and Recording of Assessment Information

Information gathered through formative assessment:

- Is used primarily to inform teaching and learning.
- Is recorded briefly, proportionately and only when doing so adds value to teaching or tracking progress.
- Is not collected for its own sake or to generate unnecessary additional data.

Formative assessment findings contribute to teacher judgements used in summative assessment but do not replace the professional dialogue and observation that form the basis of ongoing classroom practice.

4.1.6 Supporting Inclusion and Vulnerable Pupils

Formative assessment plays a crucial role in supporting vulnerable groups by:

- Identifying pupils who may be at risk of falling behind.
- Informing timely interventions and adaptive teaching strategies.
- Ensuring that pupils with SEND and disadvantaged pupils receive the support required to access the curriculum and achieve well.

4.1.7 Impact on Pupil Motivation and Wellbeing

The school recognises the importance of assessment in supporting pupils' motivation and self-esteem. Formative assessment is therefore designed to:

- Encourage a growth mindset.
- Promote resilience and independence.

- Build pupils' confidence through constructive, actionable feedback.

4.2 IN-SCHOOL SUMMATIVE ASSESSMENT

4.2.1 Purpose

Effective in-school summative assessment provides a clear and reliable evaluation of pupils' learning over a defined period of time. It enables teachers, leaders, pupils and parents to understand what has been learned, how securely it has been retained and what progress has been made against the curriculum and national expectations.

Summative assessment supports:

Senior Leadership Team and Subject Leaders

- Monitoring the performance of pupil groups and cohorts.
- Identifying where additional support, intervention or curriculum adjustments may be required.
- Working collaboratively with teachers to ensure pupils are well supported to make strong progress and achieve personal learning goals.

Teachers

- Evaluating pupils' understanding at the end of a unit, topic, or term.
- Reflecting on the impact of teaching and using outcomes to inform future planning.

Pupils

- Understanding how well they have learned and retained knowledge over time.
- Receiving feedback that identifies strengths and areas for improvement.
- Recognising the progress they have made and their next steps.

Parents and Carers

Staying informed about their child's attainment, progress and wider outcomes across a period of learning.

4.2.2 Assessment Systems and Frequency

Pupils at Cupernham Junior School are assessed periodically throughout the year. Summative assessment data is recorded on the school's assessment system, DC Pro.

- **Learning objectives** in Maths, Writing, Science, and wider curriculum subjects are assessed at the end of each unit.

- **Progress and attainment** are updated and tracked three times a year—at the end of the Autumn, Spring, and Summer terms.
- Teacher judgements relate directly to National Curriculum age-related expectations and indicate whether a pupil is:
 - Working Below Age-Related Expectations
 - Working Towards Age-Related Expectations
 - Working At Age-Related Expectations
 - Working at Greater Depth

Summative assessment outcomes are used to monitor individual, class and cohort performance; identify where additional support or intervention may be required; and ensure all pupils are supported to make at least sufficient progress and, wherever possible, meet or exceed expected attainment.

4.2.3 Summative Assessment Methods

A range of summative assessment strategies are used to provide accurate, reliable teacher judgements. These include:

- **Short end-of-unit assessments** to evaluate learning against specific objectives.
- **Independent assessed pieces of work** produced without teacher scaffolding.
- **End-of-term and end-of-year tests** that assess retention and application of taught content.
- **Reviews of progress** against individual targets for pupils with SEND.
- **Teacher judgements recorded on DC Pro**, based on cumulative evidence and aligned with National Curriculum standards.
- **NFER termly assessments** in Reading, Maths, and SPAG (Spelling, Punctuation and Grammar) to provide standardised, comparative information.
- **Fisher Family Trust (FFT)** data used termly to assess reading progress and identify pupils needing support or challenge.
- **Salford or NGST assessments** administered to monitor spelling knowledge and progress.

4.2.4 Use of Summative Assessment Information

Summative assessment information is used to:

- Inform discussions during pupil progress meetings.
- Support evidence-based decisions regarding interventions and resource allocation.
- Track attainment and progress over time at individual, class, cohort and whole-school levels.
- Ensure accountability for outcomes at pupil, teacher and leadership level.
- Provide reliable information for reporting to parents, governors and external agencies where required.

4.3 NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

Nationally standardised summative assessment enables:

- **Governors** to support and hold school leaders to account for the performance of pupils at the end of Year 6
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Times Tables Test (Year 4)
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

5. COLLECTING AND USING DATA

Assessment data is collected and recorded at the end of each term for the summative assessments made for reading, writing and mathematics. The assessment data from NFER assessments is collected termly for reading, mathematics and SPAG. Moderation is used in writing to assess each term. This is used to support and inform teachers' judgements, group children, support pupil progress meeting discussion, identify target children and adjust the curriculum. Children achieving a standardised score of 100 would indicate they are on track to achieve Age Related Expectations. A standardised score of 115 or more would indicate that they are on track to achieve Greater Depth.

DC Pro is used to assess children against national curriculum objectives, this information is then used to inform judgments about progress. In writing this will be completed as part of the writing moderation process. In mathematics this will at the end of a unit of work.

For science and the wider curriculum, assessments will be made against the key learning objectives on DC Pro at the end of each unit (half termly).

6. REPORTING TO PARENTS

Assessment is used to provide information for the annual report to parents. The annual report gives an overview of attainment and progress in reading, writing, mathematics and Science. There is also an overview of attainment in the wider curriculum, including RE and PSHE. For reading, writing and mathematics, there are comments about the children's strengths and areas for development. Targets are set for these subjects and comments made against their achievement of previously set targets.

The annual report also includes the children's attendance record.

7. INCLUSION

The principles outlined in this Assessment Policy apply to all pupils, including those with special educational needs and/or disabilities (SEND). Our assessment practices ensure that every pupil's achievements, progress, and development are recognised, valued and supported.

7.1 Diagnostic Use of Assessment

Assessment will be used diagnostically to support the early and accurate identification of pupils' additional needs. Assessment information will contribute to decisions regarding appropriate support, intervention and curriculum adjustments, in partnership with the SENCo, class teachers, parents and external agencies where relevant.

7.2 Meaningful Progress Measures

We recognise that progress is multi-dimensional. For pupils with SEND, particularly those working significantly below age-related expectations, we will use meaningful and appropriate methods to measure progress across a broad range of areas, including:

- Communication and interaction
- Social, emotional and mental health development
- Physical development and sensory needs
- Independence, self-regulation and resilience
- Curriculum-specific knowledge and skills

Assessment will reflect both the *outcomes achieved* and the *effort and engagement* demonstrated by the pupil.

7.3 High Expectations for All

We have high aspirations for every pupil. Assessment practices will ensure that pupils with SEND are supported to make strong progress relative to their individual starting points, capabilities and needs. Expectations are ambitious, realistic and rooted in a strong understanding of each pupil's profile.

7.4 Progress for Pupils Working Below National Standards

For pupils working below national expected levels, assessment arrangements will:

- Consider progress relative to individual starting points
- Take account of the nature and complexity of pupils' learning difficulties
- Break down objectives into small, achievable steps to clearly demonstrate progress
- Use a range of evidence over time, including observation, annotated work and formative assessment

This approach ensures that all progress—academic, social, emotional, and personal—is captured and celebrated.

7.5 Inclusion Across the Assessment System

Assessment information for pupils with SEND will continue to inform:

- Personalised targets and support plans
- Adaptive teaching strategies
- Annual reviews and meetings with parents
- Decisions regarding interventions and resource allocation
- Whole-school monitoring of outcomes and provision

8. TRAINING

The school’s assessment policy is discussed by the Deputy Headteacher as part of the induction process. Year leaders will also mentor any new teachers in the practicalities of the assessment procedures used at the school.

Any new assessment procedures will be introduced through teacher or LSA meetings. Additional support will be given where necessary.

The Deputy Headteacher attends assessment training and briefings termly. He or she will feedback any relevant information to the appropriate staff.

9. ROLES AND RESPONSIBILITIES

A clear understanding of roles and responsibilities ensures that assessment is implemented consistently, effectively, and in line with statutory requirements. The following outlines the responsibilities of governors, the Headteacher and teaching staff in relation to assessment at Cupernham Junior School.

9.1 Governors

The Governing Body is responsible for:

- Being familiar with statutory assessment requirements and understanding how the school’s non-statutory assessment systems capture the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil outcomes through rigorous scrutiny and analysis of assessment information.
- Ensuring that assessment practices are effective, purposeful and aligned with the school’s strategic priorities.
- Supporting and challenging school leaders to address any areas of underperformance.

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the Assessment Policy is implemented consistently across the school.
- Monitoring standards in core and foundation subjects to ensure strong progress and high expectations for all pupils.
- Analysing pupil progress and attainment data, including for individual pupils, vulnerable groups, and cohorts.
- Identifying and prioritising actions to address underachievement and ensure timely, effective intervention.
- Reporting regularly to governors on key aspects of pupil performance, including current standards, progress trends and comparative outcomes over time.
- Ensuring that assessment contributes meaningfully to curriculum planning, staff development and whole-school improvement.

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures and expectations set out in this policy.
- Using formative and summative assessment effectively to inform planning, teaching and intervention.
- Making accurate, evidence-based assessment judgements in line with National Curriculum expectations.
- Providing high-quality feedback that supports pupils' progress and independence.
- Maintaining accurate assessment records on DC Pro in accordance with school timelines.
- Communicating assessment information clearly to pupils, parents and school leaders.
- Contributing to moderation processes to ensure consistency and reliability of assessment judgements.

10. MONITORING

This policy will be reviewed annually by the curriculum and standards governor committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Deputy Headteacher, Assistant Head Teacher, Year leaders and Inclusion Leader are responsible for ensuring that the policy is followed.

The Deputy Headteacher, Assistant Head Teacher, Inclusion Leader, Year leaders and subject leaders will monitor the effectiveness of assessment practices across the school, through: moderation, learning reviews including lesson observations and book scrutinies, learning walks, pupil progress meetings and governor visits to school.

11. FEEDBACK GUIDELINES

High-quality feedback is integral to effective teaching and learning at Cupernham Junior School. Feedback should be timely, purposeful, and actionable, enabling pupils to understand their achievements, reflect on their learning and know how to improve. The following guidelines outline the school's approach to feedback across subjects.

11.1 Principles

- All tasks should be accessible and include written instructions where appropriate to promote pupils' independence.
- All pupils should have regular opportunities to work independently from the start of a lesson, enabling the teacher and LSA to work with target or focus groups.
- Assessment and feedback should take place within the lesson wherever possible, allowing teachers and LSAs to assess learning at the point it occurs ("live marking").
- Time should be planned within lessons for adults to acknowledge learning and provide immediate feedback.

Assessment during lessons should be used to:

- Identify groups of pupils who need to be regrouped or supported where misconceptions or inaccuracies arise.
- Provide one-to-one support or modelling in pupils' books.
- Identify pupils requiring additional challenge.
- Identify learning that needs to be repeated or refined to meet expected standards.

11.2 Acknowledging Success

- All pupils' learning must be acknowledged by the teacher or LSA, either during the lesson or shortly afterwards.
- Celebrating Achievement
- Where the learning objective has been met, the teacher/LSA should write LO at the bottom of the work.
- In writing, green highlighter should be used to indicate elements of the work that demonstrate strong achievement linked to the learning objective.
- House points should be awarded for effort and success:
 - 1 house point for effort and completion to a suitable standard.
 - 2–3 house points for meeting targets or producing work that exceeds expectations.
- Outstanding progress or exceptional learning should be referred to a member of the leadership team for recognition.

11.3 Identifying Improvements

Editing and revising work is an essential part of learning. Pupils should routinely check for spelling, punctuation, grammar, presentation, and clarity.

Writing

- Use pink highlighter to identify:
 - Errors or inaccuracies.
 - Areas requiring additional detail or development.
 - Sentences/paragraphs needing rewriting.
 - Evidence of misconceptions.
- Teachers should use appropriate marking codes and write developmental comments where needed to guide improvement.
- Final or independent pieces in each unit should show:
 - Green highlighting to celebrate successes.
 - Evidence of toolkit elements being applied.
- Pupils should edit, improve and redraft independently. Teacher guidance must not be given on independent assessment pieces.

11.4 Mathematics

- Self-marking is encouraged through the use of multiple marking stations positioned to ensure easy access.
- When correcting errors, pupils should write C – followed by the corrected answer.
- Pupils should explain the error either verbally or in writing to demonstrate understanding.

11.5 Spelling

- Spelling mistakes should be identified with ‘Sp’ in the margin.
- Focus should be on:
 - Spelling rules and patterns previously taught.
 - Statutory spelling lists (Years 3/4 and 5/6).
 - Vocabulary introduced in lessons.
- Pupils should use a blended approach, drawing on phonics knowledge and strategies from the school’s programme.
- The number and type of spellings highlighted should be age-appropriate and manageable.
- Teachers will use professional judgement to decide how much support to provide, ensuring feedback promotes increasing independence and accuracy over time.

11.6 Written Feedback

- Written comments should be used to provide clear developmental feedback linked, where possible, to the learning objective.
- Next steps may be given where appropriate.
- Pupils must be given dedicated time to respond to written comments—either later the same day, the following morning or at the start of the next lesson.

11.7 Self- and Teacher Assessment

- Learning must be assessed at the end of every lesson.
- Assessment information should be used to:
 - Identify pupils who require further support.
 - Identify pupils who need greater challenge.
 - Inform groupings for subsequent lessons.
 - Plan catch-up sessions before new content is introduced.

Pupil Self-Assessment Scale

Pupils will use a **1–3 scale** to reflect on their understanding:

1 – I found it hard and need some help to understand.

2 – I understood but would like more practice.

3 – I am confident and could teach this to someone else.

CODES FOR MARKING AND FEEDBACK

- S – used if a child has been heavily supported by an adult e.g. group work where it has heavily scaffolded (not having activity explained for a second time or a question re-read)
- Sp – spelling error
- P – punctuation error
- SW – shared group write
- VF – verbal feedback in the lesson. This should be at the point in the lesson where it has been given. The impact of this verbal feedback should be evident in the lesson.

Symbol	What it means.	What I have to think about or do.
LO	Learning objective met	You have achieved the learning objective for this piece of learning or unit of work.
S	Support given	You have received support from an adult on this piece of learning.
VF	Verbal feedback	An adult has given you verbal feedback to help you improve your learning.
SW	Shared write	You have worked as a group to achieve this piece of learning.
SP	Spelling	You have made a spelling mistake. Look up the correct spelling in a dictionary and if room, write it three times in the margin.
P in the margin	Missing punctuation	Which type of punctuation have you missed? Add it to your work.
//	New paragraph	You needed to start a new paragraph here. Think about why it should have been a new paragraph.
?	Meaning not clear	Please re-read and correct this so the work is clearer. You might want to get a friend or a teacher to read it to you as this can help.
^	Missing word	Please re-check this work, adding missing words.
✓✓	Excellent work	This work is outstanding!
	Green is great!	Green highlighting shows the excellent parts of your work.
	Pink to polish	Pink shows where development needs to be made
	House point.	You have worked hard and have earned a house point! Don't forget to record it in your book.

12. LINKS WITH OTHER POLICIES

This assessment policy should be read in conjunction with the following policies:

- Curriculum policy
- Subject guidelines and expectations