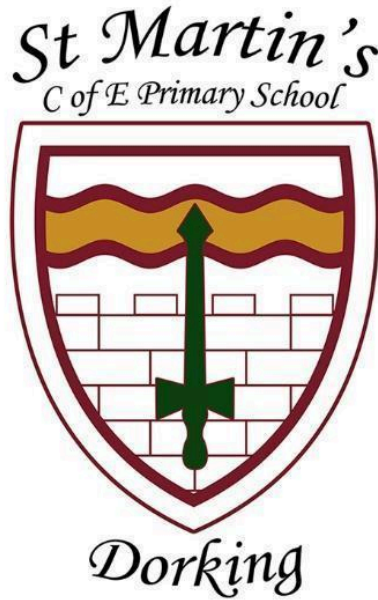


St Martin's C of E Primary School

'Inspiring children to be the best they can be'



Assessment Policy

Autumn 2026

Review – Autumn 2028

Assessment Policy

1. Principles and Aims

At St Martin's C of E Primary School, assessment is an integral component of high-quality teaching and learning. It enables us to monitor pupil progress, identify strengths and gaps in learning, and inform future curriculum delivery while remaining aligned with current Ofsted expectations regarding workload efficiency and maximising impact on pupils' learning.

Our assessment processes aim to:

- **Support Pupil Learning:** Provide immediate, actionable feedback to help pupils make progress across the curriculum.
- **Inform Planning and Teaching:** Enable teachers to adapt learning opportunities based on accurate, ongoing diagnostic information.
- **Ensure Continuity:** Deliver consistent tracking and transition data across year groups, key stages, and primary-to-secondary phases.
- **Recognise Achievement:** Celebrate pupil attainment and progress transparently with pupils, parents, and governors.
- **Maintain Integrity:** Ensure all assessment practices are fair, inclusive, free from bias, and compliant with statutory requirements.

2. Assessment Approaches

We utilise three main, complementary types of assessment:

Formative Assessment (Assessment for Learning)

Ongoing assessment carried out during daily instruction. Formative practice directly influences teaching strategies and immediate feedback. Key strategies include targeted questioning, low-stakes retrieval quizzes (e.g., Flashback 4), mini-plenaries, peer and self-assessment, and responsive feedback.

Summative Assessment (Assessment of Learning)

Periodic evaluations undertaken at specific intervals to measure attainment against age-related expectations. These include standardised tests (e.g., NTS assessments, past SATs papers, Read Write In - Phonics, Timestable Rock Stars - Times tables) used to validate teacher judgements.

Diagnostic Assessment

Targeted tools used to identify specific learning needs, strengths, or barriers (e.g., specialist assessments and or observations in collaboration with the Inclusion team).

3. Core Subject Assessment

Progress in core subjects (Reading, Writing, and Mathematics) is evaluated continuously and formally reported at the end of each term. Attainment data is entered into Arbor

at key checkpoints.

Subject	Assessment Tool / Framework	Standards & Metrics
Reading	TAMAT / NC Indicators, NTS Assessments, Read Write Inc assessments (RWI) Phonics, Y2 - Y6 Vipers skills comprehension skills.	* Working Well Below the Expected Standard *Working Below the Expected Standard *Working Towards Expected Standard * Working at Expected Standard * Working at Greater Depth
Writing	TAMAT / NC Indicators, moderated writing samples, government exemplification materials.	* Working Well Below the Expected Standard *Working Below the Expected Standard *Working Towards Expected Standard * Working at Expected Standard * Working at Greater Depth
Mathematics	Local Authority Indicators, NTS Assessments, Times Table tracking - EXCEL	* Working Well Below the Expected Standard *Working Below the Expected Standard *Working Towards Expected Standard * Working at Expected Standard * Working at Greater Depth

**Note: For a pupil to achieve a specific standard, all relevant criteria in the preceding standard must be securely met.*

4. Assessment in Foundation Subjects

In foundation subjects, assessment focuses on measuring pupil understanding of knowledge and skills in those subjects - see Foundation assessment document - 'How We Assess At St Martin's C of E Primary School. Sitting alongside this document is a class teacher tracking sheet identifying children who are working:

- At the expected standard (2)
- Working above the expectations (1)
- Working below (3)

This information helps to inform teachers planning, to help close gaps in skills and knowledge and with subject leaders to further consider how the curriculum meets the

needs of our pupils whilst maintaining the ambitious curriculum, to enable our children to flourish.

5. Early Years Foundation Stage (EYFS)

- **Transition & On-Entry:** On entry to Reception, baseline info is gathered from feeder settings, alongside the statutory **Reception Baseline Assessment (RBA)** conducted in the Autumn term.
- **Continuous Assessment:** Ongoing observations, photographic evidence (via Tapestry), and individual interactions track progress against 'Development Matters' checkpoints.
- **EYFS Profile:** At the end of the Reception year, children are assessed against the 17 Early Learning Goals (ELGs) as *Emerging* or *Expected*. Results are shared with parents and Year 1 teachers to ensure seamless transition.

6. Statutory Assessment Timeline

The school complies with all statutory assessment requirements set by the Department for Education (DfE):

- **Autumn Term:** Reception Baseline Assessment (RBA).
- **May:** Year 6 Key Stage 2 SATs (Reading, Grammar, Punctuation and Spelling, Mathematics).
- **June:** Year 1 Phonics Screening Check (and Year 2 re-checks).
- **June:** Year 4 Multiplication Tables Check (MTC).
- **June:** Year 1–5 End-of-Year Progress Assessments.

7. Inclusion

Assessment arrangements are adapted where appropriate for pupils with SEND, EAL and other vulnerable groups. Reasonable adjustments are made to enable all pupils to demonstrate their learning. Assessment information is used to identify barriers to learning and to ensure that appropriate support and interventions are put in place. Assessment practices are aligned with the school's SEND and Equality policies.

8. Pupil Progress Meetings

Pupil Progress Meetings take place each half term to review the progress of individual pupils and ensure accountability across the school for SEND and Vulnerable children. In addition to these, termly pupil progress meetings take place for all children.

During these meetings:

- SEND and vulnerable pupils are discussed (half termly) and termly for all pupils.
- Appropriate interventions are identified and impact is monitored to ensure gaps close.
- Meetings are led by the Inclusion Team.
- Data analysis supports school self-evaluation by identifying underperformance, informing interventions, monitoring initiatives and contributing to the School

Development Plan.

7. Moderation, Monitoring, and Impact

To ensure assessment judgements are robust, accurate, and standardized, St Martin's engages in internal and external moderation processes:

- **Internal Moderation:** Regular peer reviews across year groups and phases.
- **External Moderation:** Collaborative moderation meetings with partner schools across the **TAMAT Partnership** and Surrey Local Authority.
- **Subject Leadership:** Subject leaders review data, conduct pupil voice surveys, analyse pupils work, observe lessons (through the WalkThrough approach and monitor curriculum coverage to evaluate impact of skills and knowledge of our pupils. The impact is captured via a document held for each subject, known as 'Subject on a Page'.
- **Governance:** The Senior Leadership Team and Governing Body track key trends and school-wide performance metrics termly.

8. Reporting to Parents

Communication with parents regarding pupil progress is delivered through:

- **Parent-Teacher Consultations:** Formal interviews held during the Autumn and Spring terms.
- **Annual End-of-Year Report:** Provided at the end of the Summer term detailing academic achievement, personal developments, and statutory test results.

Adopted / Updated: Summer 2026

Next Review Date: Summer 2028

Responsibility: Assessment Lead



St Martin's
C of E Primary School
Dorking

HOW WE ASSESS KNOWLEDGE, SKILLS AND APPLICATION IN THE FOUNDATION AND SCIENCE CURRICULUM AT ST MARTIN'S C OF E

Building knowledge. Developing skills. Critical thinkers. Independent learners.



OUR SHARED APPROACH TO ASSESSMENT



MONITORING, EVALUATION AND IMPACT



ASSESSMENT IS NOT AN END POINT — IT IS PART OF THE LEARNING JOURNEY.

We assess what pupils know, understand and can apply so that we can adapt teaching, address gaps, deepen learning and enable every child to make progress.

