



Assessment Policy

Date policy reviewed: June 2026

Signed by	Date
Headteacher:	
Trust:	

Purpose of assessment at St Thomas' C of E Academy

Assessment is a process for making inferences about children's learning, either set pieces or windfalls of opportunities. Once you know the outcome, what do you know?

Learning is a permanent change in the long-term memory over a period of time. Assessment is not a singular activity but an ongoing process of gathering, analysing and reflecting on evidence of learning produced by the children to make informed and consistent judgements in order to improve future learning. Assessment strategies are not 'bolt-on' but are central to the promotion of effective learning and teaching. Assessment of is the measurement of performance at a given point in time and takes place during lessons, planned APP lessons and the end of a unit.

Principles

Key assessment principles at St Thomas' Academy are:

- Measuring what we value rather than simply valuing what we are able to measure.
- Assessment is part of effective learning and intrinsically linked to supportive feedback
- Focuses on how children learn
- Assessment is an integral part of teaching and learning which allows teachers to understand pupil performance on a continuing basis.
- Is a key professional skill
- Is constructive
- Fosters motivation
- Helps learners know how to improve
- Develops the capacity for self- assessment

Objectives

The objectives of assessment in our school are:

- To feedback to children on things that have done well and have successfully achieved
- To help children to understand how to improve their work in order to achieve their individual targets.
- To provide guidance to children in their journey of self-assessment.
- To allow teachers to plan effective work for the children.
- To inform parents of their child's attainment and progress.
- To provide SLT and governors with information to help them to maintain standards throughout the school and provide support as appropriate,

Five core strategies

- Find out what children know, understand and can do
- Differentiate when planning for learning needs
- Plan for dialogue
- Feedback involving learners in a productive dialogue and active participation
- Review and plan for learning needs.

Philosophy of Assessment for Learning

Independent learning:

- Children are encouraged to develop independent learning skills that will enable them to take responsibility for their own learning, to work collaboratively with the teacher and with each other to take their learning forward, rather than being passive recipients of what they are being taught.
- Individuals are active partners in their learning.

High expectations:

- High expectations shared to give every learner confidence they can succeed.
- Staff establish what learners already know and build on it.
- The learning experience has structure and pace to make it enjoyable and challenging.
- Learning is inspired through passion for the subject.

Conditions for learning:

- A supportive learning environment that helps children take more responsibility for their learning and participate in the process of learning how to learn (TIGER learning – see appendix 2)
- Ambitious teachers with high expectations that all learners can achieve
- Children are motivated to do 'the best they can'.
- A range of teaching approaches are used to enable children to make learning visible (oral, written, photographic evidence)
- Established routines and learning behaviours
- Social and emotional skills are given priority both explicitly and implicitly.
- A clear emphasis on learning intentions and on sharing them with pupils and other adults in the classroom
- Assessment criteria for feedback and marking, peer and self-assessment is in place in the Steps to Success
- Differentiated classroom groups (where appropriate)
- Review time and flexibility is a crucial feature of AFL

On Entry Assessment

- EYFS Staff use information from EY baseline and from other settings to inform their initial planning along with their own knowledge of what the children know, understand and can do that has been determined during the induction process.
- A baseline is completed in September and data entered into arbor
- On entry to the next year groups- staff liaise and share previous learning and attainment.
- In the first half term of each year there will be a baseline assessment in Reading, Maths and Writing. This is done in line with the Trust assessment system supported by Wolverhampton Local Authority.
- Previous end of year assessment is moderated within school and the Trust to ensure accuracy.
- Phonics information is shared with the next class teacher on transition.
- Children that join at any point have baselines gathered from previous school and entered onto our Arbor. This baseline (DFE) is used to set targets and measure progress.

- Any child who joins and has English as an Additional Language (EAL) will complete a different set of baseline measures to ensure support is fully targeted and matched to their individual needs.

Daily Assessment For Learning (AfL)

AfL is used to enable teachers to collect information about what children know, can do and what they have understood in order to adjust their teaching to meet children's learning needs more fully. Assessment for learning focuses on the gap between where a learner is in their learning, and where they need to be – the desired goal.

In order to achieve this staff need to:

- Know their pupils well, know why pupils make mistakes, and be able to make judgments about next steps or interventions
- Share learning intentions with pupils and use them to mark work or give feedback or rewards (see linked Feedback Policy)
- Build in review time for themselves and their pupils against success criteria
- Use Blooms question stems to create probing questions to further investigate children's learning. (See appendix 3)
- Provide opportunities to phrase questions differently to ensure a full understanding of basic skills.
- Analyse pupils' performance and use the information for future learning plans including immediate changes to planning

Assessment of Learning

Periodically, teachers use evidence of pupil learning to make judgments on their achievement against end of Key Stage milestones to determine their level of attainment.

- Reading is assessed against the school based system using a variety of guided reading tasks and tests. Standardised tests are also performed 3 times a year. Baseline, Midline and Endline
- Mathematics data is collected and measured against the school based system. Standardised tests are also performed 3 times a year. Baseline, Midline and Endline.
- Attainment in Foundation subjects is tracked through the year by class teachers using St Thomas' C of E Academy grids in the form of % of children below, at or above ARE national expectations for that subject.
- All results are moderated internally and externally across the Trust.

Whole school approach

RECEPTION		YEAR 1			YEAR 2			YEAR 3		
EM	EX	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
YEAR 4		YEAR 5			YEAR 6					
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS		

- A whole school approach to assessing children's learning and their progress is based on end of Key Stage national curriculum expectations. Children are judged to be either; working towards the expected standard, working at (within) the expected standard or at greater depth at each level. Mastery at each stage is encouraged, this allows pupils to demonstrate that they are fully understanding of the skills required at each stage. This is assessed using school and subject specific tracking grids using a best-fit approach.

Recording

Results of assessments are kept by teaching staff and evidence gathering is supported by support staff. Recording includes:

- Children's maths and writing targets are shared with the children so that they have an understanding of their next steps.
- Children identified as having additional needs are managed within the whole class provision or on 1-1 basis. These children who are on the SEND register will have a individual education plan with specific SMART targets which are reviewed termly.
- Differentiated learning opportunities are provided to all children to ensure continuous progress. If gaps appear or learning needs a periodic boost, children are identified by teaching staff for intervention
- Intervention groups are decided at pupil progress meetings and the impact is measured each half term.
- Teaching staff take part in standardisation and moderation in house and with another local school.
- Arbor is used to record termly attainment and progress of all children.
- Termly, Pupils Progress Meetings take place with the head teacher to ensure all children are given the best possible chance to achieve.
- SLT and key subject leads moderate data, to ensure parity of provision and expectation.
- Data tracks pupil progress, attainment and including vulnerable groups

EYFS

At St. Thomas' Academy, ongoing assessment is an integral part of the learning and development process. Staff observe and interact with pupils, to identify their level of achievement, and interests. These observations are used to inform children's next steps and to shape future planning.

Our key assessments and recording are:

Baseline

Nursery – observations from adult interactions

Reception – Statutory Reception Baseline Assessment (online), and observations from adult interactions

Early Communication Screening

Nursery and Reception

Two-year progress check

Nursery - When a child is aged between two and three, a two-year progress check is conducted, which reviews the child's progress in the three prime areas. A short, written summary is provided for parents / carers.

Termly – Draw a Person

Pre-school and Reception

Termly – End of Term Data

Nursery and Reception – Red / Amber / Green grid completed

Reception – Arbor (internal) termly data input

Ongoing – Observations

Nursery and Reception - Practitioners' day-to-day informal observations.

Track-a-child

3 children from each class will be tracked throughout the year.

Books and Folders

Reception – Adult-led work is recorded in books and work/achievements from Continuous Provision are collated in a folder.

Early Years Foundation Stage Profile (EYFSP)

Reception - At the end of the Reception year, the EYFS Profile is completed for each child in Reception. Pupils are assessed against 17 early learning goals (ELGs), indicating whether they are:

- Meeting the level of development expected at the end of EYFS = 'Expected' (2)
- Not yet reaching this level = 'Emerging' (1)

If children have achieved all 12 ELG's in the three prime areas plus Literacy and Mathematics, they are said to have a Good Level of Development (GLD).

The profile reflects ongoing observations, adult-led activities, and independent achievements, as well as discussions with parents and carers.

The results of the EYFS profile are shared with parents and carers at the end of the year, and form part of our transition dialogue with the child's Year One teacher.

End of Year Reports

A short commentary about each child's skills and abilities in relation to the Characteristics of Effective learning is included in the end of year report.

Key Stage 1 and 2 classes

- Assessment tracker grids to be used for foundation subjects.
- Independent work in books
- Home reading records/diaries
- Progress towards Reading, Maths and Writing targets
- Arbor and Wolverhampton grid Assessment tracking criteria in Reading, Writing, Maths
- Standardised tests in Reading and Maths.
- Reasoning and problem solving evidence in mathematics.
- All data on Arbor is updated for the baseline, midline and endline assessments.

Phonics

- Phonics is assessed half termly with a sound check alongside our Phonics scheme assessment grids. (Supersonic phonic friends)
- Ongoing daily assessment for learning
- Children are streamed based on sound knowledge to ensure no gaps and consistency.
- Children in year 1 sit the national Phonics Screen Check in June. This is a DFE assessment.
- Children will be given a raw score out of 40. The national bench mark for passing the Phonics Screening Check is currently 32 out of 40.
- For any children who do not pass the Phonics Screen Check in year 1, they will continue with daily phonics teaching and resit this in Year 2 (June)

Multiplication Tables Check

- Multiplication (times tables) are taught throughout the school.
- There is a national Multiplication Tables Check in the summer term of year 4. (June) This is a DFE assessment
- Children will be given a raw score out of 25. There is no national pass mark.
- Children are not required to re sit the test at any time, no matter their individual mark.
- At St Thomas we use Times Table Rockstars from year 2 upwards to help children practice their times tables online.

Reporting and sharing information

The details within this section are based on the philosophy of the school that values the contribution of parents to their child's continued learning.

- All classes provide information about what is to be taught and how in a half termly curriculum overview leaflet to enable parents and carers to become more involved in their children's learning. This is sent at the beginning of each half term.
- Two parents' consultation evenings are held each academic year, one in the autumn term and one in the spring term. This is when parents can look at their child's work and discuss their progress and targets with the class teacher. This is a quality 1:1 session and we strongly encourage all of our families to attend. These meetings are held face to face.
- A brief overview with current attainment and targets is shared with parents at the end of the Autumn and Spring term. This will also include tips and strategies on how to support your child at home.
- A in-depth yearly report is written and sent home at the end of the summer term. This is followed by an open evening if parents wish to discuss the written report.
- Transition meetings are held to ensure exchange of personal data, information and a smooth transition for children entering High School.



Appendix 2 – Bloom's question stems – ideas.

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline Who _____? What _____? Where _____? When _____?
2 Comprehension Organization and selection of facts and ideas	convert describe explain Re-tell _____ in your own words. What is the main idea of _____?	interpret paraphrase put in order	restate retell in your own words rewrite What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	demonstrate determine draw find out	give an example illustrate make operate Do you know of another instance where _____? Could this have happened in _____?	show solve state a rule or principle use
4 Analysis Separating a whole into component parts	analyze categorize classify compare What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify How does _____ compare/contrast with _____? What evidence can you present for _____?
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write What solutions would you suggest for _____? What might happen if you combined _____ with _____?
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude Do you agree that _____? Explain. What do you think about _____? What is most important?	decide defend evaluate give your opinion	judge justify prioritize rank Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	rate select support value