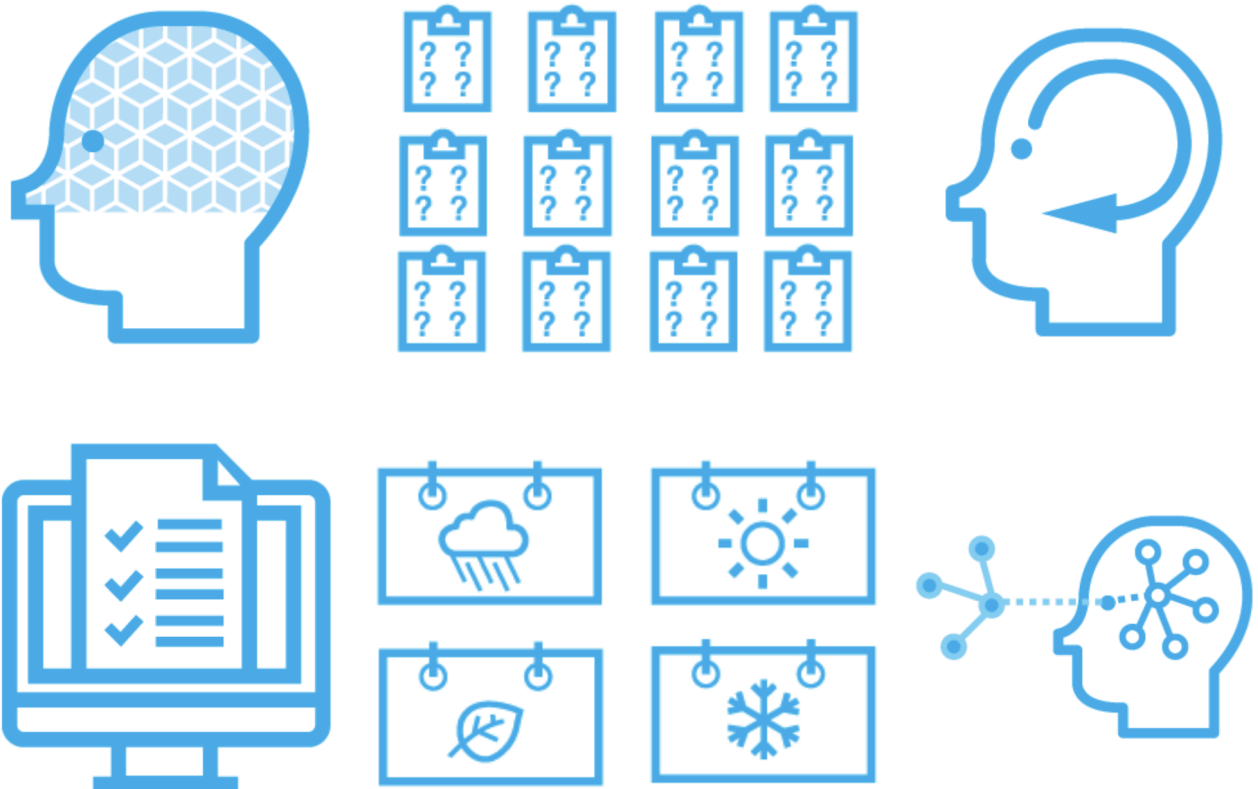




Assessment Policy



The Stour Federation

1. INTRODUCTION AND RESEARCH BASE

Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.

....the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

(Black and William, 1998)

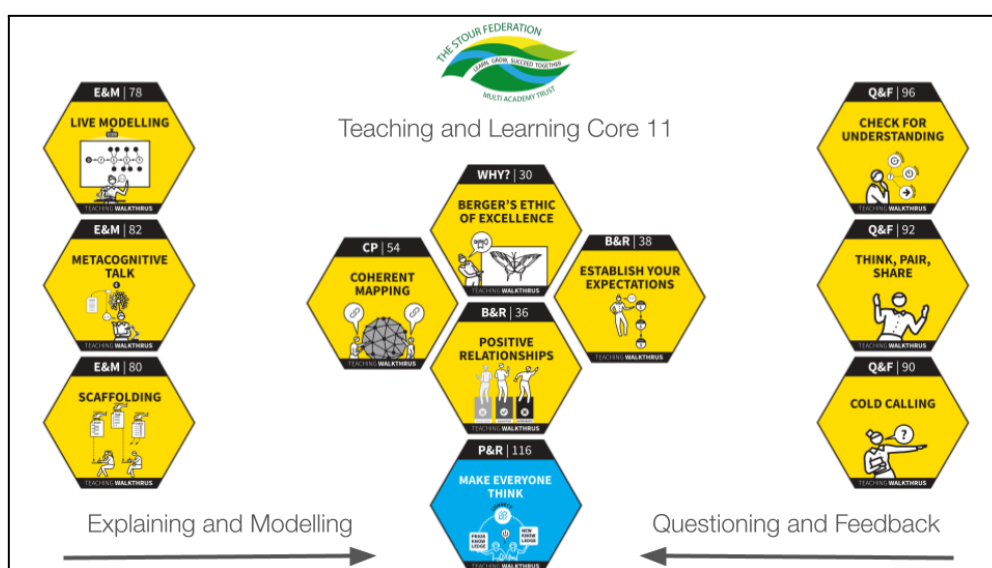
This means assessment is not just about measuring what pupils know, but actively using that information to adjust our teaching in real-time, ensuring our curriculum leads to quality, in-depth teaching to enhance outcomes through joyful learning.

2. INTENT

In The Stour Federation our intent is that 100% of pupils make progress from their unique starting points. We use a combination of ongoing formative and summative assessment to ensure that every child's progress is tracked, celebrated, and - where necessary - strategically challenged.

We believe that regular challenge and assessment are essential in preparing pupils not only for formal examinations but also for the wider demands of life beyond school. By engaging with academic challenge in a supportive environment, our pupils learn to develop determination, resilience, and academic maturity - skills that underpin success both within and beyond the classroom.

Assessment is central to ensuring every pupil can belong, achieve and thrive. We use assessment not just to measure attainment, but to understand learning, remove barriers, and help every child fulfil our vision to learn, grow, succeed together. Assessment is a tool for celebration, helping children recognise their competence and mastery, which are essential for human flourishing."



The Stour Federation has identified our [Core 11](#) key teaching strategies from the broader [Teaching WalkThrus](#) framework that have been identified as particularly high-impact and widely applicable. They include *Check for Understanding*, *Think*, *Pair*, *Share* and *Cold Calling* - three fundamental strategies that address common formative assessment challenges and contribute significantly to student learning.

Our assessment systems are purposeful, supportive, and rigorous. They provide valuable insight into how well pupils are progressing and allow teachers and leaders to identify next steps, celebrate success, and secure improvement for all learners.

3. TYPES OF ASSESSMENT

There are three main purposes of assessment:

Assessment OF learning (for summative purposes): This provides a snapshot of what has been learned at a given point in time, summarising attainment and measuring progress.

Assessment FOR learning (for formative purposes): This is about responsive teaching. It's the continuous process of seeking and interpreting evidence to understand where learners are, where they need to go, and how best to get there. Crucially, AfL is any assessment activity which informs the next steps to learning.

Assessment AS learning: This puts children in charge of their own progress. It encourages them to reflect on their learning journey, set personal goals, and self-assess, fostering a deeper sense of control and agency.

4. KEY CHARACTERISTICS OF RESPONSIVE TEACHING

Effective responsive teaching, deeply intertwined with AfL, involves:

- Knowing what children will learn and be able to do over time.
- Showing children what success looks like.
- Assessing children's learning at the end of each lesson and responding accordingly.
- Tracking children's thinking to adapt teaching during individual lessons and sequences of lessons.
- Helping children improve their work in a sustainable way.

5. ROLES AND RESPONSIBILITIES

Local Academy Councils/Trust Board

- Monitor whole school/Trust data regularly and hold leaders to account for contextual performance against targets and national/regional averages.
- Monitor assessment practices in school and alignment across the Trust.

Headteachers

- Ultimate responsibility for monitoring assessment practices and ensuring the assessment policy is implemented effectively for effectively assessing pupils' knowledge and

understanding of the curriculum.

- Analyse pupil progress and attainment, identifying individual pupils and groups at risk of underachievement.
- Hold subject leaders and teachers accountable for the results of their subjects and classes.
- Report to Local Academy Councils on pupil progress, attainment, and trends, providing updates on current standards and areas for improvement.

Trust Improvement Leaders

- Moderate teacher assessments and test scores across the Trust.
- Analyse data for school improvement and reporting to the Trust Board.
- Lead, monitor, refine and align Trust-wide assessment practices.
- Provide training, challenge and support for subject leaders and teachers to ensure a good understanding of assessment and assessment practice.
- Ensure that assessment models are evidence-informed, up to date and deliver best practice.

School English and Maths Leaders

- Moderate teacher assessments and test scores.
- Set realistic whole school targets for children to be on track to reach curriculum-related expectations, based on previous attainment and progress.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Foundation Subject Leaders

- Review data collected at the end of each unit to ensure that standards remain consistently high across the entire curriculum.
- Verify that there is clear progression in knowledge and skills within their specific subject area.
- Evaluate the depth and rigour of foundation subject teaching and learning by reviewing the quality of pupil outcomes against unit expectations.
- Use assessment insights to identify subject-specific next steps, celebrate successes and secure continuous improvement for all pupils.

Teachers

- Provide assessment information that includes constructive feedback, positive reinforcement, and regular celebration of achievements to build confidence.
- Use integral ongoing formative assessment and analysis of skills and knowledge.
- Make summative judgements at defined points in time for all subjects.
- Provide assessment information to senior leadership, parents and pupils.

Teaching Assistants

- Regularly use ongoing formative assessment to be responsive teaching assistants.
- Provide feedback to teachers on pupil progress and attainment.

Parents and Carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Attend school-led workshops to enhance their understanding of how they can support their child's learning at home.

- Support children with their homework.

Children

- Be supported to become empowered learners who have a voice in how they demonstrate their knowledge. They use self-assessment to recognise their own growth, which helps alleviate assessment-related anxiety.

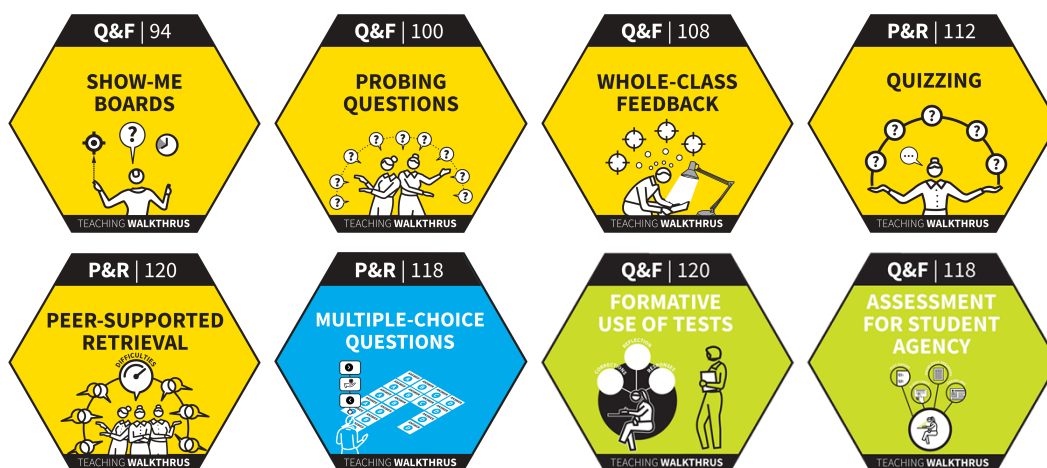
6. HOW ASSESSMENT OUTCOMES ARE COLLECTED AND USED

We use 4 key forms of assessment: In-school formative, In-school summative, nationally standardised summative, and comparative judgement.

In-school Formative Assessment (During Learning): This is the most frequent and impactful tool. Formative assessment:

- Assesses knowledge, skills and understanding.
- Identifies children's strengths.
- Highlights gaps in performance and learning.
- Tackles children's misconceptions.
- Identifies the next steps in learning.
- Diagnoses need for support or intervention.
- Informs teacher planning and reporting.
- Monitor progress in the 6Cs (Character, Citizenship, Collaboration, Communication, Creativity, Critical Thinking), ensuring that personal growth and social-emotional skills are valued alongside academic milestones.

Examples of formative assessment in all subjects include:



In-school Summative Assessment (At at Point in Time): This sums up what a child has achieved. Teachers make professional judgments based on a variety of evidence, including tests.

Teachers use Arbor to track pupil attainment.

At this point in time, is this child ON TRACK to attain the year group expected standard?

Not on track to be working at the expected standard by the end of the year.

On track to be working at the expected standard by the end of the year.

These can be split into more granular detail:

Above = working on year group programmes of study above chronological age.
Greater depth = on track to be working at a greater depth within the year group programmes of study (GDS).
Within and Just Within = on track for the expected standard (EXS).
Borderline = Working Towards (WTS) = working within the correct year group programmes of study but not consistently at the expected standard.
Below = working on programmes of study below chronological age, e.g. bespoke curriculum or significantly differentiated work (Use Birmingham SEN Toolkit Bands for English and Maths).

Teachers moderate work at similar levels within schools and with other schools to ensure that their judgements are sound. Summative assessments are based on professional judgement and a variety of evidence:

- Maths arithmetic tests.
- Maths reasoning tests.
- Reading tests.
- Grammar, punctuation and spelling tests.
- Reading fluency and phonics assessments.
- No More Marking writing tasks.
- Accelerated Reader Star Reader assessments.
- Times Tables Rockstars heatmaps.

Through clearly identifying where pupils are achieving against the year group expectations, teachers can track back or forwards to see prior learning and thus differentiate work accordingly, which is particularly important for our SEND pupils.

Phonics is assessed half-termly, ensuring that every child's reading journey is precisely matched to their phonetic knowledge.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school/Trust is performing in comparison to schools nationally.

The nationally standardised assessments are:

- Reception Baseline Assessment (within 6 weeks of starting school).

- Reception Early Years Foundation Stage Profile (end of Reception year).
- Year 1 Phonics Screening Check (June)
- Year 4 Multiplication Tables Check (June).
- End of Key Stage 2 SATs in English and Maths (May).

Comparative Judgement (No More Marking)

For assessing writing, some schools use this method to reliably compare pupils' work, benchmarking standards internally and with a large national benchmarking sample.

Foundation Subjects

Foundation subjects are taught and assessed discretely to ensure depth, rigour, and clear progression in knowledge and skills. Teachers use formative assessment within lessons and summative assessments at the end of each unit. Subject leaders monitor this information carefully to ensure that standards are consistently high across the curriculum.

7. INCLUSION

In The Stour Federation, inclusion underpins everything we do. We ensure that every pupil - regardless of need, background, or starting point - can access and achieve success across the full breadth of the National Curriculum.

Through carefully scaffolded teaching and adaptive practice, all children are challenged appropriately to reach their potential. Assessment arrangements are flexible and responsive: timings, formats, and environments are adapted in line with government guidance to ensure all pupils are able to demonstrate what they know and can do.

Pupils with Individual Learning Plans (ILPs) or Education, Health and Care Plans (EHCPs) have personalised, measurable targets that are both ambitious and achievable. These are formally reviewed each term in partnership with parents and carers, with targets adjusted dynamically when progress is secured.

During assessment periods, we review access arrangements in the same way we would for statutory assessments. This may include smaller group ratios, the use of assistive technology, or 1:1 reader support in mathematics where permitted. Throughout the year, pupils are familiarised with assessment-style questions and conditions to build confidence, reduce anxiety, and promote independence.

Our approach is built on the principle that what is essential for some is useful for all. By embedding inclusive practices at every level, we ensure that assessment is equitable, empowering, and accessible - removing barriers so that every pupil can belong, achieve and thrive, fulfilling our vision to learn, grow, succeed together.

Birmingham SEN Toolkits

The Birmingham SEN Toolkits are utilised to ensure our 100% progress intent remains a reality for pupils working below age-related national curriculum expectations. These tools allow teachers and leaders to identify, assess, and track the progress of pupils with cognition, learning, or language needs who are working below age-related National Curriculum expectations.

The Toolkits consist of two main subjects:

- **Language and Literacy Toolkit:** A continuum that breaks down speaking & listening, reading and writing into discrete, developmental skills.
- **Maths Toolkit:** Covers core frameworks (number, place value, and the four operations) and supplementary frameworks (fractions, geometry, and statistics) to identify specific barriers to mathematical learning.

The Birmingham Toolkit assessment is for any child who is in Year 2 to Year 6 who is assessed as being 'below' age related expectations in Reading, Writing, Maths and Speaking and Listening so that the teacher can establish exactly how far below they are and what their next steps are. These children do not have to be on the SEND register.

The Toolkits support schools to implement a graduated approach for children in line with the SEND Code of Practice (2015). Staff use the continuums/frameworks to create an individual profile of needs, highlighting what a pupil can do to identify their next steps. They use the profile to set appropriately challenging and aspirational success criteria within whole-class teaching or targeted interventions. Small-step progress data is recorded digitally on Arbor.

8. ASSESSING CHILDREN IN EARLY YEARS FOUNDATION STAGE

Assessments in EYFS are based on staff knowledge of the child through observation and interaction in daily activities, providing a holistic view. We use the statutory Reception Baseline Assessment (RBA) for progress measures. In addition, the EExREC Baseline Assessment Tool and EExREC Beyond Baseline tool capture a range of crucial information that the RBA does not. EExREC offers a holistic approach to identifying and understanding each child's unique start point, empowering teachers to tailor teaching, practice and provision and helping school leaders to prioritise cohort needs.

If a child has not met the Early Learning Goals at the end of Reception they need to continue to be assessed against them in Year 1 until they have met them. At the summer assessment drop in Year 1, if they have still not met the EYFS Early Learning Goals they need to be assessed against the Birmingham Toolkit ready for Year 2.

Other tools like OP&L (Observation Of Play and Learning) for Nursery children and WellComm language screening help us understand starting points, track development, and identify support needs.

Online platforms such as Class Dojo, alongside paper-based journals, record evidence.

9. THRIVE

Thrive Online is a digital platform designed to support and monitor the social and emotional development of all pupils. It serves as a tool for teachers and Thrive Practitioners to systematically record and track observations related to children's wellbeing and interpersonal interactions.

A key component of Thrive Online is the Class Profiles feature. This functionality enables teachers to synthesise aggregated data, providing a holistic overview of the class's emotional landscape and identifying any individuals or groups who may benefit from targeted interventions or additional support. The insightful data generated through Class Profiles is instrumental in ensuring that every child's learning and wellbeing are optimally supported, thereby fostering an environment

conducive to academic and personal growth.

10. PUPIL PROGRESS MEETINGS (PPM)

PPMs are regular, structured intelligent accountability conversations between teachers, headteachers, and senior leaders. They have a dual purpose: to monitor achievement and to devise responsive strategies for growth. In PPMs, we systematically analyse academic performance, attendance, and behaviour to:

- Gain detailed insights into each pupil's learning journey.
- Identify underlying factors impacting progress (academic, social-emotional, environmental) to inform specific support plans.
- Evaluate intervention efficacy to adapt approaches and support school improvement.

Teachers are responsible for completing the Pupil Progress Meeting proforma through data analysis following data drops and presenting a complete picture of pupil needs. Decisions from PPMs are communicated to all relevant staff to ensure coordinated support.

Pupil Progress Proforma for Wellbeing and Learning				Date of Meeting: XX
Class/Year Group: XX				
Autumn Spring Summer				
	Reading	Writing	Maths	Thrive
% EXS				% Right time learning
% GD				
Lowest 20% (names/PP/SE ND/EAL)				Children under 25% on group assessment (reparative)
Provision in place to support and who runs it.				
Who is not on track? (names/PP/SE ND/EAL)				Provision in place to support and who runs it (e.g. 1:1, small group, Thrive Breakfast)
Provision in place to support and who runs it.				
Do you need support from English/Maths Leaders, Trust SENDCO or				Do you need support from a Thrive Practitioner?

Once decisions have been reached, these need to be communicated to the appropriate stakeholders, who may be individual teachers, support staff, lunchtime assistants, SENCOs, English and Maths Leaders, Trust Improvement Leaders so that they can make their unique contribution to the success of the individual pupil.

11. MODERATION

Moderation is key to increasing the reliability of our assessments. We review assessment practices as a group, both within our schools and across the Trust with Trust Improvement Leaders, and with other schools in our consortium. This collaborative approach enhances our understanding and consistency in judging pupil attainment.

12. SCHOOL YEAR ASSESSMENT SCHEDULE

Month	Action
Autumn 1	• Report to governors/other required bodies. • Star Reader test for Accelerated Reader book range. • Reception Baseline Assessment (RBA). • Reception EExREC Baseline Assessment Tool. • Nursery OP&L Starting Points assessment and Spotlight assessment (6 monthly on birthday and half birthday). • Nursery and Reception WellComm speech and language screening. • Phonics assessments. • Year 2-6 Spelling Test (20 spellings). • Cornerstones Autumn summative tests for reading, maths and GPS for Years 2, 3, 4, 5. • Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 1 (within first two weeks). • Year 3 and Year 4 Times Tables Rockstars gig - monthly. • Year 6 2024 SATS papers for reading, maths and GPS. • Consortium writing moderation.
Autumn 2	• Point-in-time summative assessment Curriculum Maestro data drop for Year 1-6 judgements for all subjects. • Analyse data/moderation. • Pupil progress meetings. • Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). • Phonics assessments. • Year 1, 2, 3, 4, 5, 6 Cornerstones Arithmetic Test 2. • Y2-6 Spelling Test (20 spellings). • Year 3 and Year 4 Times Tables Rockstars gig - monthly. • Year 1 Phonics Screening Check practice. • Year 4 Multiplication Tables Check practice. • Analyse School Performance and IDSR.
Spring 1	• Star Reader test for Accelerated Reader book range. • Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). • Nursery and Reception WellComm speech and language screening. • Year 1 Phonics Screening Check 2024 paper. • Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 3. • Cornerstones Spring summative tests for reading, maths and GPS for Years 2, 3, 4, 5. • Year 6 2025 SATS papers for reading, maths and GPS. • Phonics assessments. • Y2-6 Spelling Test (20 spellings). • Year 3 and Year 4 Times Tables Rockstars gig - monthly. • Consortium writing moderation.

Spring 2	• Reception mid-year check. • Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). • Point-in-time summative assessment Curriculum Maestro data drop for Year 1-6 judgements for all subjects. • Pupil progress meetings. • Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 4. • Year 6 2026 SATS papers for reading, maths and GPS. • Phonics assessments. • Y2-6 Spelling Test (20 spellings). • Year 3 and Year 4 Times Tables Rockstars gig - monthly. • Year 1 Phonics Screening Check practice. • Year 4 Multiplication Tables Check practice.
Summer 1	• Star Reader test for Accelerated Reader book range. • Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). • Nursery and Reception WellComm speech and language screening. • National testing Year 6. • Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 5. • Phonics assessments. • Year 1 Phonics Screening Check 2026 paper. • Year 2-6 Spelling Test (20 spellings). • Year 3 and Year 4 Times Tables Rockstars gig - monthly. • Year 6 Trust moderation.
Summer 2	• Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). • Year 1 and Year 2 Phonics Screening Check. • Year 4 Multiplication Tables Check. • Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 6. • Cornerstones Summer summative tests for Reading, Maths and GPS for Years 2, 3, 4, 5. • Year 2-6 Spelling Test (20 spellings). • Phonics assessments. • Year 3 Times Tables Rockstars gig - monthly. • Trust Collaborative moderation. • Final summative assessment for Nursery using Development Matters and for Reception against Early Learning Goals. EYFSP data to LA. • Finalise teacher summative assessments in all subjects.