



Assessment Policy

- Effective: 1st September 2025
 - Review: 1st September 2027
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Introduction

At Bosley St Mary's, we believe that **through Him**, every child can grow in confidence and achieve their potential. Rooted in our Christian vision from *Philippians 4:13* - "*I can do all this through Him who gives me strength*" - and our **BEARS values** (*Believe, Encourage, Achieve, Relate, Serve*), assessment is used as a powerful tool to support, inspire and guide every pupil on their learning journey.

Assessment is central to high-quality teaching and learning. It enables teachers to identify children's strengths and next steps, plan effectively and provide the right level of challenge and support. It also provides valuable information for parents, school leaders, governors, and our wider Trust community.

Definitions of Assessment

Formative Assessment

Formative assessment is the **ongoing, day-to-day** process of checking understanding during learning. This may include questioning, observation, quizzes, discussion, or written responses. The purpose is to **adapt teaching** to meet the needs of learners, address misconceptions, and support progress. Our **Feedback and Marking Policy** outlines how we use formative assessment effectively to improve pupil outcomes.

Summative Assessment

Summative assessment is used to **evaluate learning** at a specific point in time. It gives a snapshot of what a child has learned and can do. At Bosley St Mary's, summative assessment takes place formally **twice per year** - in **January** and **July** - with outcomes entered into our management information system, **Compass**, for tracking and analysis.

Summative Assessment

Our approach follows the guidance laid out in the CDAT Assessment Handbook

Writing

- **Teacher assessment** using the teacher assessment framework based on the National Curriculum.
- Evidence collected from a **range of independent writing** across the curriculum.
- Moderation takes place **internally**, across CDAT, and with external partners to ensure consistency and accuracy.
- Writing assessments consider **composition, spelling, punctuation, handwriting, and grammatical understanding**.

Maths / SPaG / Reading

- Assessed through **standardised written assessments** in January and July (e.g. NTS or similar, as outlined in the CDAT assessment calendar).
- **SPaG knowledge** is also tracked through spelling assessments and written outcomes.
- Gaps are analysed to inform **classroom teaching and group interventions**.

Science and Foundation Subjects

- **Teacher assessed** using subject-specific objectives from the National Curriculum and our progression documents.
- Evidence includes:
 - **Pupil books**
 - **End-of-unit assessments** and tasks (including *Windows, Mirrors and Doors* assessments which reflect knowledge gained, personal connections made, and wider applications of learning)
 - **Photographs, recordings, and group work**
 - **Whole-class feedback sheets**
- Subject leaders monitor the quality and consistency of assessment through book looks and discussion with pupils.

Four Point Scale

We utilise the **four-point scale** in line with CDAT Trust expectations. This scale is applied consistently across subjects to support teacher judgements and track progress over time.

- **4** - Successfully learning and remembering all or nearly all of the school's ambitious curriculum, demonstrating a strong understanding and application of the knowledge of skills taught.
- **3** - Successfully learning and remembering most of the school's ambitious curriculum, demonstrating a good understanding and application of the knowledge of skills taught, although there may be some gaps.
- **2** - Successfully learning and remembering some of the school's ambitious curriculum, demonstrating a satisfactory understanding and application of the knowledge of skills taught, although there may be a number of gaps.
- **1** - Not successfully learning and remembering the school's ambitious curriculum, with important gaps in skills and knowledge taught. Additional support required to access the curriculum.

The four-point scale is used at each assessment point to provide a clear and consistent picture of attainment and to inform planning, support, and intervention.

Assessment Points

Formal summative assessments are made **twice annually**:

- **Mid-Year (January)**
- **End-of-Year (July)**

Teachers input outcomes into **Compass** for reading, writing, maths, and science. Foundation subject outcomes are collated for internal tracking and curriculum review.

Statutory Assessment

We carry out all statutory assessments in line with DfE guidance, including:

- **Early Years Foundation Stage Profile** (end of Reception)
- **Phonics Screening Check** (Year 1, and retakes in Year 2 as required)
- **Multiplication Tables Check (MTC)** (Year 4)
- **End of Key Stage 2 SATs** (Year 6)
- Other assessments as directed by the DfE, including arrangements for **pupils working below the standard of national curriculum assessments**.

Inclusion and Assessment

We are committed to ensuring **equity in assessment**. All assessments are accessible to all learners, including those with SEND. Where necessary, adaptations are made in line with pupils' individual needs. Teachers use a **range of assessment methods** to ensure every child is able to demonstrate their learning. Pupil progress meetings identify and respond to gaps or barriers to learning, with actions fed into provision maps and intervention plans.

Children working **significantly below** their year group expectations are assessed using **pre-key stage standards** or **Engagement Model** as appropriate. Staff work closely with the SENDCo to ensure assessment information supports effective provision.

Preparing and Supporting Children

At Bosley St Mary's we recognise that children may require additional preparation or support to access assessments confidently. Teachers ensure that assessment opportunities are explained clearly and presented in a calm, supportive environment. Where appropriate, children are given practice opportunities with similar question types, scaffolding, or familiar formats to reduce anxiety and enable them to demonstrate their true ability. Staff work closely with the SENDCo and parents to ensure pupils understand what to expect and feel secure when approaching both formative and summative assessments.

Reasonable Adjustments and Access Arrangements

We are committed to ensuring that no child is disadvantaged in assessment due to special educational needs, disability, or other circumstances. Reasonable adjustments and access arrangements are provided in line with statutory guidance and tailored to individual needs. These may include additional time, the use of a reader or scribe, adaptations to presentation (such as large print or coloured overlays), or breaks during assessments. For statutory assessments, access arrangements are applied for in line with DfE and STA guidance. All arrangements are made to reflect a child's normal way of working, ensuring fairness and consistency.