



ASSESSMENT POLICY

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1. Policy Statement

At Kingdom Christian School we view each child in light of their own character, unique personality and personal set of skills and talents. We encourage each child to flourish in all areas of the curriculum and view the development of personality traits and life skills as of equal value to learning the core subjects. We place a very high emphasis on excellent teaching and good progress therefore we assess our children regularly using different methods. However, we believe that assessments should not be used to enforce predictions, pressure or restrictions on our children. Children should be free to learn at their own pace and feel proud of their achievements without comparing themselves to others.

This is a **statutory policy** and will be reviewed by the Governing Body annually.

2. Aims

- To know each child's level of development to ensure that planning meets the diverse needs of all the children.
- To ensure planning is linked to children's interests and current level of development.
- To celebrate learning progress and developments.
- To set appropriate targets for each child.

- To identify gaps in learning and plan to meet these learning needs.
- To value the contributions of and work in partnership with parents.

3. Procedures

At Kingdom Christian School we believe that assessment is a tool used to support the child. We believe that all children have the capability to achieve and make good progress.

Assessment is a very important tool as it helps the parent and teachers know what the child has learnt and their next steps. It is the role of the teacher to plan and progress learning and assessment is crucial for enabling this to happen. However, we do believe that assessment and marking should be communicated to children in a sensitive way to help them understand their strengths and weaknesses, areas for improvements and targets.

At Kingdom Christian School we celebrate the whole child's achievements including effort and being kind as well as academic achievement.

4. Formative Assessment

At Kingdom Christian School assessment is at the heart of everything that we do and ensures that children know how to improve, and teachers know how to plan lessons to meet all the learning needs of the class. Daily assessments are carried out in a variety of ways using questioning, marking, note taking during group tasks and via photographic evidence. The children also self-assess by putting a red or green circle on their work to indicate whether they understood the objective or not.

English

Teachers give oral feedback to the children during the lesson, linked to the learning objective and success criteria. Work is 'live-marked' using the schools symbol system. Once per half term, work is marked in depth, with comments on strengths and areas for improvement.

Writing

Unaided writing is carried out termly in the children's writing assessment books. This is marked against age-related expectations and the children are given a target from the outcome of this assessment.

Phonics

Children are individually assessed at the end of each term, using the Twinkl Scheme Assessment. This assessment is to check what sounds/high-frequency words have been learnt. This is recorded on a phonics tracker and informs planning. The scheme provides actions and interventions to support learners who need further input.

Spellings

The children's spellings are checked week. New spellings are given to the child once they are secure. Children who regularly score below half marks are considered for spelling intervention, precision teach.

Reading

Children read their book to an adult at least 3 times a week in Key Stage 1 and once a week in Key Stage 2. Notes are recorded in the child's reading record. Reading is assessed termly using the formal PIRA reading test. The PIRA provides detailed diagnostic information, including reading age, comprehension and reading skills. Targets are set based on reading scores and informs teacher planning and intervention.

Mathematics

Teachers mark the children's work during the lesson in order to give immediate feedback and interventions if needed. Teachers use a tick or a dot when marking children's work. During practical tasks, photographs are taken of the children working. Teachers use questioning regularly to verbally assess a child's knowledge and understanding as well as during plenaries.

After a unit of work has been completed, children carry out an end of unit assessment for teachers to identify progress and gaps in learning.

At the end of each term children complete an arithmetic and problem solving and reasoning paper linked to the maths scheme. These papers allow teachers to assess which knowledge children have transferred into long-term memory away from the point of learning. Teachers use the assessment to plan interventions and inform whole class planning. Children from year 3 upwards take part in the times table test at the end of each term to check progress in learning times tables and identify next steps.

Foundation Subjects

Photographic evidence, questioning, notes and work in books is used to collate evidence of the children's progress. This evidence is used to inform planning. Mini plenaries, whiteboard tasks, peer questioning and self-assessment are also used to gauge the child's learning. End-of-unit tasks enable pupils to demonstrate learning in the foundation subjects. Teachers use these to complete individual traffic light trackers for each child, at the end of each term, to detail children's progress and attainment against the year group expectations in each foundation subject.

5. Summative Assessment and National Tests

At the end of each unit of work a brief test is carried out for the teacher to understand the progress that has been made and to identify any gaps in

learning. The results of these tests are tracked on tapestry. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below expected level, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, the SLT carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not making expected progress.

At Kingdom Christian School we believe that using a holistic judgement of children's abilities is more accurate than the results of one end of year test. However, we recognise the need to understand how our children are achieving in comparison to the National average. Therefore, we will carry out the following:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills up to the end of Year 1 and identifies pupils who need extra phonics help. Children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 1.

Year 4 Multiplication Check

We recognise the importance of times tables in unpinning many mathematical concepts. Therefore, we promote the learning of times tables and check children's attainment in this area at the end of year 4.

End of Key Stage 2 Tests

All pupils are assessed at the end of Year 6 in reading, SPAG, maths and writing. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness, and analysis of data is used to inform the School Development Plan.

Assessing Pupil's at EYFS

In Early Years, children are assessed against the curriculum milestones within the first 6 weeks. This allows the teacher to get to know the child and understand their strengths and areas that need extra support. Children are tracked either 3 times (if they begin with us in September) or 5 times if they start in January. The assessments check whether a child is 'on track' or 'below' for meeting the Early Years goals by the end of the Reception year. Children who are 'below' are discussed in pupil progress meetings and intervention is put into place. This could simply be activities within the environment, or more targeted

support. Support is always communicated with parents as we work as partners for the best outcomes of the pupils.

The class teachers use Photocircle (an online photo sharing app) with parents to share the learning goals that the class have been meeting and to celebrate success.

At the end of the reception year the children are assessed using the EYFS profile and the data submitted to the LA. This data is discussed with the Year 1 teacher to aid a smooth transition.

Reception children also have regular phonics assessments and maths end of unit assessments.

Assessing Pupils with SEND

Assessment methods may be adapted for some pupils with SEN and disabilities for example the use of Braille or large print, a reader or scribe may be used where appropriate and pupils given extended time to complete papers.

6. Communication

Communicating to the Child

Teachers aim to give immediate feedback. Where this is not possible, teachers use age-appropriate writing or symbols to communicate to the children in their books.

Each term the children are set 3 ambitious but achievable targets to provide information and motivation for their next steps. These targets are for literacy, numeracy and personal, social and emotional development. The targets are communicated to the children, and they are aware of what they are working towards. Targets are reviewed regularly and communicated to parents at parents' interviews.

Communicating to Parents

Children's progress is communicated to parents regularly and through different methods:

- Reading assessments are communicated via the child's reading record which goes home each night.
- Phonics knowledge and spellings are communicated weekly as the child receives their new set of words/sounds.
- Parent consultations are held twice a year and are used to communicate progress and share the child's literacy, numeracy and personal target. General assessment information is shared and discussed at these meetings.

- At the end of the summer term parents are sent a written report detailing the children's progress and areas for development.

Informal chats are carried out with parents whenever the need arises as the school forms close relationships with parents.

Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text	SO