ASSESSMENT POLICY

Date Policy Reviewed	February 2026		
Date of Next Review	February 2027		
Person(s) Responsible for Review:	Owner:	Approver:	Board Approval:
	Heads of Assessment	DHA	n/a
Related Policies	Framework for Assessment Challenge SEND/Learning Support Policy		

1. Relationship to the Framework for Assessment

This policy sets out the principles, statutory duties and responsibilities for assessment at The Manor.

The Framework for Assessment (Measuring of and Reporting on Pupil Performance at The Manor) sets out the procedures, including:

- Assessment schedules and tools by year group
- Recording systems and tracking processes
- Analysis cycles and meetings
- Reporting schedule to parents.

Where detail is procedural, it sits in the Framework rather than being duplicated here.

2. Purpose and Statutory Context

Assessment underpins teaching and learning across all year groups of The Manor. It supports progress, informs teaching and contributes to pupils' wellbeing and readiness to learn.

The policy is informed by statutory and national guidance including:

- EYFS Statutory Framework
- EYFS Profile Handbook (DfE)
- Assessment and Reporting Arrangements (DfE).

This policy should be read alongside the Framework for Assessment.

3. Aims of Assessment

Assessment at The Manor aims to:

- Identify pupils' strengths, needs and next steps

- Inform planning and adaptive teaching
- Support and nurture pupil progress and wellbeing
- Evaluate the effectiveness of teaching and the curriculum
- Track progress of individuals and groups (including SEND, EAL and Highly Able)
- Enable accurate reporting to pupils, parents, staff and governors
- Support target setting and school self-evaluation.

4. Types of Assessment

Assessment is used in two complementary ways:

4.1 Assessment for Learning (AfL – formative)

This is ongoing assessment embedded in daily teaching to guide next steps. This includes:

- Observation, questioning and discussion
- Feedback
- Pupil self- and peer-assessment
- Review of classwork and practical activities.

AfL informs short-, medium- and long-term planning and supports adaptive teaching.

4.2 Assessment of Learning (AoL – summative)

These are periodic assessments which provide a snapshot of attainment at a specific point in time. These include:

- End of unit or topic assessments
- Termly and annual internal assessments
- Standardised assessments.

Summative outcomes are used alongside teacher assessment to build a secure picture of attainment and progress.

5. Planning and Adaptive Teaching

Planning takes place at three levels:

- **Long-term:** whole-school curriculum progression and statutory coverage
- **Medium-term:** subject plans identifying objectives and assessment opportunities
- **Short-term:** lesson planning informed by prior assessment.

Planning reflects the needs of all pupils, including SEND, EAL and Highly Able learners. Adaptive teaching, scaffolding and challenge ensure ambitious learning objectives are accessible for all.

6. Pupil Involvement in Assessment

Pupils are actively involved in assessment through:

- Shared learning intentions and success criteria
- Self- and peer-assessment (age appropriate)
- Verbal reflection and feedback.

These approaches develop independence, metacognition and responsibility for learning. Evidence may be verbal or embedded within normal classroom practice.

7. Summative Assessment and Standardised Testing

The Manor uses summative and standardised assessment to support accurate understanding of attainment and progress over time, to identify pupils who may require additional support or challenge and to inform school improvement.

The specific assessment tools, timings and year-group schedules are set out in the Framework for Assessment.

Standardised outcomes are interpreted alongside teacher assessment, day-to-day classwork and wider evidence.

8. Monitoring and Tracking Progress

- EYFS data is tracked using Tapestry
- KS1 and KS2 data is tracked using iSAMS Tracking Manager.

Progress is reviewed regularly through staff meetings and assessment analysis meetings. Any concerns or notable trends are acted upon promptly.

Pupil voice learning surveys are also used to evaluate pupils' attitudes to learning.

9. Roles and Responsibilities

Assessment is a shared responsibility. Key roles include:

- Deputy Head Academic: strategic oversight of assessment
- Heads of Assessment: operational leadership, analysis and reporting
- Education and Welfare Committee: governance oversight
- Head's PA: administration of assessments and reports
- iSAMS Co-ordinator: data management
- EYFS Curriculum Coordinator: EYFS tracking and statutory assessments
- Learning Support Team: monitoring, tracking and supporting pupils with additional needs
- Highly Able Coordinator: oversight of provision for highly able pupils
- Heads of Subject / Coordinators: core subject-level analysis and curriculum impact

10. Recording and Data Management

Assessment information is stored securely on:

- iSAMS
- Tapestry (EYFS)
- Google Workspace (Assessment Drive)

Teachers maintain formative records sufficient to inform planning, reporting and meetings. Additional records may be kept for pupils requiring further monitoring.

11. Reporting to Parents

Parents are informed through:

- Informal discussions, as needed
- Learning Support review meetings
- Parents' Evenings
- Written reports (at least annually)
- EYFS Tapestry observations (electronic).

The timings and reporting schedule are set out in the Framework for Assessment.

Significant discussions and agreed actions are recorded on CPOMS.

12. Assessment in the EYFS (Statutory)

12.1 On Entry

Children are assessed on entry to establish a baseline using internal assessments and nationally recognised baseline tools.

12.2 Ongoing Assessment

Assessment is primarily observational and based on professional judgement. It informs next steps and reflects children's learning across contexts.

12.3 Statutory Assessments

The school fulfils statutory EYFS requirements by completing:

- Progress Check at Age Two
- EYFS Profile at the end of Reception.

Judgements against the Early Learning Goals are based on a holistic view of each child's development.

12.4 Moderation

Internal regular moderation ensures accuracy and consistency.

13. Transition

EYFS and Year 1 staff meet to ensure effective transition. EYFS Profile outcomes and professional knowledge inform planning in KS1.

14. Data Sharing and Transfers

When a child moves setting, EYFS assessment information is shared within statutory timescales. EYFS Profile data, for summer-born children, is submitted to Oxfordshire County Council in line with national requirements.