

Springwood Infant and Junior School Federation

BELIEVING IS ACHIEVING



Springwood Federation Assessment Policy

Approved By: Governing Body

Effective Date: January 2026

Review By: January 2027

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

Springwood Federation's Intent and Implementation

This policy should be read in conjunction with 'The Principles of Teaching and Learning document', the Teaching and Learning, Behaviour, Equalities and Home and Remote Learning Policies

At Springwood Federation, our Assessment Policy is designed to support our vision of staying safe, treating each other as you wish to be treated, trying your best, and being proud.

The intent of our assessment practice is to:

1. **Promote accurate, fair and inclusive assessment** that reflects each child's individual starting points, including those with SEND and disadvantaged pupils (Infants - PP 38%, SEND 19%, Juniors - PP 52%, SEND 43%).
2. **Use assessment as a tool to enhance teaching and learning**, ensuring all children make strong progress in reading, writing, mathematics and the wider curriculum.
3. **Inform targeted and personalised provision** by identifying strengths and barriers to learning, particularly for SEND pupils, to meet or exceed Age Related Expectations (ARE).
4. **Empower staff and leaders** with clear, consistent and manageable assessment processes that support curriculum leadership and evidence impact.
5. **Foster a culture of reflection and continuous improvement** by using assessment data to monitor progress, celebrate achievement, and plan next steps.
6. **Ensure assessment practises align with statutory requirements and OFSTED expectations** while contributing to the holistic development and well-being of every child.

Springwood Federation implements assessment through the following key approaches:

1. **Formative Assessment:**
 - Teachers use ongoing formative assessment strategies (e.g. questioning, observations and feedback) to inform daily teaching and adapt learning activities.
 - Assessment for Learning (AfL) techniques are embedded to engage pupils actively in their learning journey and develop self-assessment skills.
2. **Summative Assessment:**
 - Regular summative assessments are conducted termly in core subjects (reading, writing and mathematics) and foundation subjects to measure attainment against ARE and Greater Depth standards.
 - Data from summative assessments are analysed to identify trends, gaps and areas for intervention, with particular focus on non-SEND and targeted SEND groups.
 - End of unit outcomes in foundation subjects are used to assess understanding of a taught topic.
3. **Personalised Assessment for SEND:**
 - Assessment methods are adapted to meet the needs of children with SEND, considering communication and interaction barriers.
 - Individual progress is tracked against personalised targets in line with EHCPs or SEND Profiles, ensuring provision is responsive and effective.
4. **Leadership and Monitoring:**
 - Core and foundation subject leaders regularly review assessment data and practice within their areas to evaluate impact and inform school improvement priorities.
 - Leaders provide training and support to staff to ensure consistency and confidence in assessment approaches.
5. **Reporting and Communication:**
 - Clear and timely reporting of assessment outcomes to pupils, parents and governors supports transparency and partnership, e.g. parent consultations and end of year reports.
 - Assessment information contributes to pupil progress meetings, informing interventions and resource allocation.
6. **Policy Review and Development:**
 - The assessment policy is reviewed annually to reflect evolving best practice, statutory requirements and school priorities.
 - [Assessment and feedback | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/)/Parents of children with Special Educational Needs (SEND) are consulted at least termly to discuss progress, provision and next steps. End of Year reports are sent in July to explain whether a child has met Age Related Expectations (ARE) and what their next

steps as they enter a new year group to define pupil learning behaviour at each stage of learning to support with judgements: