



### Assessment and Pupil Progress Policy

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<b>Signed by Headteacher</b>	Kate Baskeyfield	<i>Kate Baskeyfield</i>
<b>Signed by Chair of Governors</b>	William Moore	<i>W Moore</i>

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## Introduction

This policy sets out how assessment and pupil progress function at Kingsway Primary School. It reflects our shared values, professional culture and commitment to ensuring that assessment serves learning, supports inclusion and enables high-quality teaching.

While written primarily to support staff practice, this policy also provides parents, carers and inspectors with a clear understanding of how pupils' learning and progress are understood, supported and improved.

This policy should be read alongside the Teaching and Learning Policy, Inclusion/SEND information, Relational Behaviour Policy and subject curriculum documents.

## Our Values and Assessment

Assessment at Kingsway is rooted in our four core values:

- **We care about Togetherness** – assessment is collaborative; responsibility for pupils is shared
- **We Thrive on Difference** – assessment recognises and responds to individual need and context
- **We are Passionate about Learning** – assessment deepens understanding of what pupils know and remember
- **We are Inspired to Grow** – assessment informs next steps for pupils and professional learning for staff

These values shape not only *what* we assess, but *how* and *why* we assess.

## Our Assessment Principles

At Kingsway, assessment:

- Is integral to teaching, not separate from it
- Is curriculum-led and aligned to clearly defined curriculum end points

- Focuses on what pupils know, remember and can apply over time
- Values teacher professional judgement, strengthened through moderation
- Is inclusive, equitable and accessible
- Supports adaptive teaching and a keep-up, not catch-up approach
- Is proportionate, purposeful and never an end in itself

Assessment is a tool for understanding learning, not for ranking pupils or generating paperwork.

### **Understanding Learning**

We recognise that learning is a change in long-term memory. Therefore, assessment focuses on:

- Retention of key knowledge
- Understanding of concepts over time
- Application of learning in increasingly complex contexts

Assessment is designed to help teachers identify what pupils have securely learned and what requires further teaching, practice or adaptation.

### **Inclusive and Adaptive Assessment**

All assessment at Kingsway is inclusive by design.

Teachers:

- Anticipate and remove barriers to assessment access
- Use reasonable adjustments for pupils with SEND, EAL and additional needs
- Consider language, processing, sensory and emotional factors
- Ensure assessment outcomes reflect learning, not barriers

Inclusive assessment is essential to accurate understanding of pupil progress and ensures high expectations for all pupils.

### **Formative Assessment and Responsive Teaching**

Formative assessment is central to classroom practice and happens continuously.

Teachers routinely use:

- Questioning and discussion
- Observation and live checking
- Immediate feedback
- Practice and retrieval activities

This information is used to:

- Identify misconceptions quickly
- Adapt explanations and scaffolding
- Provide targeted support within lessons
- Maintain pupil engagement with core learning

This approach underpins our keep-up model and reduces the need for later catch-up.

### **Summative Assessment**

Summative assessment is used proportionately to support professional dialogue and curriculum evaluation.

Summative judgements:

- Are aligned to subject curriculum frameworks and end points
- Are informed by a range of evidence over time
- Reflect curriculum learning, not isolated performance
- Support reflection on teaching and learning

Data is never used in isolation. It is always a starting point for discussion and professional thinking.

### **Moderation**

Moderation is a key feature of assessment practice at Kingsway.

Moderation:

- Builds shared understanding of standards
- Ensures consistency and accuracy of judgements
- Strengthens professional confidence

- Focuses on curriculum expectations and exemplification

Moderation is collaborative and developmental. Its purpose is to support teachers, not to judge them.

### **Pupil Progress Meetings**

Pupil Progress Meetings at Kingsway are relational, reflective and purposeful professional conversations.

#### **Purpose**

They are designed to:

- Deepen understanding of pupils' learning and progress
- Consider the impact of quality first teaching
- Identify barriers and enabling factors
- Agree precise, meaningful next steps

#### **Structure**

- Meetings take place termly
- Attended by class teachers and leaders
- Informed by prior reflection and moderation

#### **Focus**

Discussions:

- Begin with the whole child, not just attainment data
- Explore *why* pupils are where they are
- Consider curriculum access, relationships and inclusion
- Identify adaptations and targeted support where needed

Leaders use skilled questioning to support thinking rather than impose solutions.

### **Termly Focus for Pupil Progress**

To ensure coherence and manageability, pupil progress work has a clear termly focus:

- **Autumn Term** – Foundations, relationships, inclusion and early progress
- **Spring Term** – Deepening practice, equity and consistency

- **Summer Term** – Celebrating growth, transition and forward planning

This ensures assessment activity builds meaningfully across the year.

## **Tracking and Use of Data**

At Kingsway, we use assessment information carefully and deliberately.

### **What We Use**

- Curriculum-aligned summative judgements
- Patterns in attainment and progress over time
- Group-level and cohort trends
- Insights from professional dialogue and pupil work

### **What We Avoid**

- Ranking pupils or classes
- Narrow focus on single data points
- Excessive data collection
- Using data to drive performative behaviours

## **Whole-School Analysis**

Whole-school analysis is used to:

- Identify strengths and priorities across the curriculum
- Inform CPD and professional learning
- Guide resourcing and strategic planning
- Ensure vulnerable groups remain visible

Leaders use assessment information to improve teaching and learning, not to create pressure.

## **Roles and Responsibilities**

### **Class Teachers**

- Use assessment to inform teaching

- Maintain accurate and inclusive assessment information
- Engage reflectively in moderation and pupil progress processes
- Implement agreed next steps

### **Subject Coordinators**

- Support assessment within their subject
- Ensure alignment with curriculum intent
- Use assessment information to evaluate curriculum impact
- Support staff through guidance, moderation and CPD

### **Senior Leaders**

- Ensure assessment systems are purposeful and proportionate
- Protect staff workload
- Facilitate professional dialogue
- Use assessment information strategically

### **Review**

This policy will be reviewed biennially to ensure it continues to support high-quality teaching, effective learning and inclusive practice across Kingsway Primary School.