



FOXBOROUGH PRIMARY SCHOOL

ASSESSMENT POLICY

Policy confirmed by the Local Committee of Foxborough
Primary School

Date Ratified: January 2026

Signed:

A handwritten signature in black ink, appearing to read 'GK', is placed over the 'Signed:' label.

Chair of Governors: Gillian Knight

Review Date: January 2027

1. School Aims and Objectives

At Foxborough Primary School assessment is interwoven into everything that we do. It is integral to understanding our children and matching the curriculum to their individual needs. Assessment happens first. Accurate and timely assessment informs planning and teaching.

Foxborough Primary School aims to provide a high-quality education to all which celebrates achievement and encourages all learners to do their best. We recognise the power of accurate and timely formative and summative assessment in improving student learning and raising standards. Assessment should be fundamentally integrated within learning and teaching.

We believe that every child has the potential to succeed and, as such, we will involve pupils and parents, as equal partners, in ensuring that no child is left behind.

This policy is informed by recent development in Assessment for Learning as well as the practical needs of our pupils and staff. The overall aim is to focus on providing:

- **accurate summative assessment** that provides pupils and the school with a clear picture of their current level of achievement;
- **quality formative assessment and feedback** that enables every pupil to know how to move forward.

2. Assessment approaches:

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

2.1 Formative assessment: SOLO Taxonomy

Effective formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

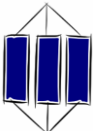
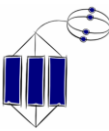
At Foxborough Primary School, day-to-day in-school assessment is based on the foundations of SOLO taxonomy.

SOLO taxonomy was first described by Kevin Collins and John Biggs in *Evaluating the Quality of Learning: The SOLO Taxonomy* in 1982. It has since been adopted by schools as a method to inform planning, teaching and assessment in schools around the world.

SOLO stands for Structure of the Observed Learning Outcome and it classifies learning outcomes in terms of their complexity, enabling teachers to assess pupils' work in terms of its quality not just how many bits of this and that they got right. It is a model of learning that helps develop a common language and language of learning that pupils and teachers understand the learning process.

SOLO can be applied to all aspects of planning, teaching and assessment. It can be used to create success criteria, generate learning objectives or questions for learning, be used for peer- and self-assessment, plenaries or anything that relates to the assessment, planning and teaching cycle.

The levels within the taxonomy are as follows:

	New to me!	Prestructural "I'm not sure about this subject."	Indicating that the curriculum objective has been taught but that the pupils is not demonstrating any knowledge and understanding.
	Heard of it!	Unistructural "I have one idea about this subject."	Indicating that the curriculum objective has been taught and that the pupil has demonstrated some emerging knowledge and understanding.
	Getting there!	Multistructural "I have several ideas about this subject."	Indicating that the curriculum objective has been taught and that the pupil's knowledge and understanding are developing but not yet secure.
	Got it!	Relational "I can link my ideas to see the big picture."	Indicating that the curriculum objective has been taught and that the pupil's knowledge and understanding are secure .
	Own it!	Extended abstract "I can look at these ideas in a new and different way."	Indicating that the curriculum objective has been taught and that the pupil's knowledge and understanding are at greater depth or mastered .

For more information on SOLO, see the following references:

- <http://www.learningandteaching.info/learning/solo.htm>
- <http://pamhook.com/solo-taxonomy/>
- <http://www.johnbiggs.com.au/academic/solo-taxonomy/>
- <https://www.youtube.com/watch?v=uDXXV-mCLPg>

SOLO feedback

The language of the levels within the SOLO taxonomy have been made pupil-friendly by assigning different phrases to the levels at detailed above. The levels have also been assigned a colour: RAGBY. This colour-coding is to be used to highlight the Learning Objective (LO) for each lesson assessing the extent to which a pupil has met the objective.

In terms of assessment and teaching, SOLO should be used to:

- Create a long-term plan that ensures that all areas of the curriculum are completed;
- Create medium- and short-term plans that ensure depth and breadth;
- Apply success criteria that enable the pupils to achieve the objectives;
- Design learning opportunities / activities that are adapted to match the pupils' needs and encourage a high level of support and challenge;
- Facilitate self- and peer-assessment allowing pupils to assess themselves and others against the success criteria;
- Inform target setting;
- Inform marking and assessment of pupils' work;
- Inform feedback

Formative assessment strategies as part of responsive teaching

At Foxborough, teachers use a variety of formative assessment strategies to assess skills, knowledge and understanding, identify gaps and misconceptions and to involve pupils in their assessment. Teachers use knowledge and data about pupils' capabilities and their prior learning and understanding and plan effectively to build on these, ensuring the curriculum requirements are met and sometimes exceeded. Within lessons, teachers use formative assessment strategies to regularly and precisely gather information on pupils' understanding and adapt their teaching

as necessary. This may include flexibly grouping pupils who require further explanation and/or providing scaffolds to ensure that all pupils keep up within the lesson. Teachers make the learning progression explicit so that pupils can articulate where they are in their learning and where they are going; they have many ideas about what to do to get there.

Examples of these strategies are:

- Peer and self-assessment activities so that pupils are provided with timely, relevant feedback that has a demonstrable, positive impact on their learning.
- Marking of pupils' work, using a variety of assessment for learning techniques that give pupils feedback on what they have done well and what they need to do to improve.
- Using a marking log or whole class feedback sheet to record notes during the marking process.
- Directed improvement and reflection time (DIRT) or reflection time in lessons for pupils to respond to the feedback they have been given
- Sharing the aims and objectives of the lesson and the wider scheme of work or topic.
- Sharing the reasons for learning as well as the content (the WHY and the WHAT)
- Cold and hot tasks to direct planning
- Exit cards
- Using success criteria in a meaningful way including, when appropriate, co-constructing success criteria with the pupils.
- Targeted and planned questioning (Oracy techniques): questioning strategies that ensure every child's voice is heard, e.g. cold calling, partner talk
- Mini-plenaries and an overall plenary
- Carefully planned cross-curricular links in learning
- Adaptive teaching including further explanations and flexible grouping to enable pupils in different stages of learning to make good progress.
- Scaffolding: verbal, written and visual to support pupils towards independence.

2.2 Summative assessment

Effective in-school summative assessment enables:

- **Leaders** to monitor the performance of pupil cohorts and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching; identify where interventions may be required
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Foxborough, summative assessment is collected three times per year using standardised tests. The primary reasons for summative assessment are to provide useful information for improving future learning and demonstrating improvement over time. We use our Management Information System (MIS) to support leaders and teachers with tracking, analysis, target setting and resourcing of assessments.

We use our MIS, Bromcom, for three purposes: informing annual target setting; tracking pupil progress and attainment; analysing data efficiently.

A combination of prior attainment and National benchmarking, including setting targets for particular pupil groups, is used to set challenging targets for pupil achievement.

Bromcom assessment is used to support the tracking of pupil progress and attainment. We use this system to support with challenging underperformance and put in place the appropriate level of provision and support.

PiXL

Foxborough Primary School is a PiXL school. Pupils sit a PiXL assessment paper in Reading, Maths and Spelling and Grammar (SPAG) each term. We use this information to carefully consider how well pupils have demonstrated their knowledge and understanding of key concepts using Question Level Analysis (QLAs). This information is used by teachers to identify areas of need for key marginal pupils, pupils requiring further intervention, pupils with SEND and whole class trends.

Pixl raw scores for Reading, Maths and SPAG are input into Bromcom, which gives a standardised score. This is a useful tool to understand how pupils have achieved in relation to age-related expectations (ARE). This is used to inform teacher assessment about pupils' achievement in that term. Other data such as FFT reading fluency tests and Read Write Inc. phonics assessments may inform teacher judgements.

Moderation and standardisation

A key part of our assessment process is to carry out moderation regularly and systematically. Moderation of a range of subjects is carried out collaboratively as part of PPA time and CPDL throughout the year. Moderation is carried out within the school, across the Trust and with other schools in the local area.

Writing moderation is scheduled as a whole school as part of our CPDL calendar once per term. The purpose of moderation is:

- To ensure that standards across the school are agreed by more than one member of staff.
- To facilitate a professional discussion between staff members (both support staff, HLTAs and teachers).
- To give staff members an opportunity to work with others from different key stages to gain an understanding of what the standards look like in different year groups
- To give constructive feedback that helps to identify a child's next steps
- To identify possible trends that could inform whole class teaching
- To improve staff subject knowledge around what is expected from each standard of writing in each year group.

Writing moderation is also scheduled in the other half with a member of SLT and each class teacher. As well as the above, the purpose of this is:

- To give class teachers an opportunity to work with the subject leader and receive subject specialised feedback to support their subject knowledge and assessment practice
- To ensure the subject leader has a good understanding of the standard of writing across the school in order to make informed decisions about support and CPDL needs.

Pupil Progress Meetings (PPMs) and Provision planning

The meetings will be held three times per year for all teachers. During these meetings, teachers will present information on pupils' progress and attainment. Teachers will be expected to demonstrate a thorough, informed knowledge and understanding of the pupils in their class. Teachers will then be supported by the senior leadership team to plan implications for teaching for the whole class; implications for pupils who may need adapted teaching to support their progress; implications for pupils who may need to receive a targeted provision in the following half term. Teachers will also meet with the Inclusion lead to plan specific provisions for pupils with SEND.

2.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils** and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Baseline (an assessment of learning prior to entering Reception) at the beginning of the year.
- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in year 1
- Multiplication Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6) and the use of optional National Curriculum Assessments at the end of Key Stage 1 (year 2).

3. Collecting and using data

We aim to ensure that all personal data is collected, stored and processed in accordance with UK data protection law. More information about our approach to data protection can be found in the Pioneer GDPR and Data Protection Policy and in the Privacy Policy for Pupils.

We record assessment data as outlined above. This information is used internally for the purposes outlined in this policy. Assessment information is shared among teachers and support staff, as required, in order to inform planning and teaching. This information is shared between the school leadership team, governors and senior members of the Trust in order to inform strategic planning and improvement for the school. Information is shared with parents as outlined above and is available on request.

We are required as part of the statutory assessments outlined above, we are required to share specific assessment information with the local authority and the DfE. This information is always shared securely in order to protect the integrity of the information.

On occasion, it may be necessary to share assessment information with other agencies or schools. More information about how this information is shared can be found in the policies above.

We aim to ensure that data is communicated efficiently to support the correct interpretation and use of the relevant information. We only collect summative assessment information at the agreed points and we support teachers' understanding of data through ongoing training in order to ensure that data collection and analysis does not add to teachers' workload unnecessarily.

4. Reporting to parents

Parental engagement in their children's learning is essential for pupils to fulfil their potential. As a school we aim to provide timely and informed feedback to parents on their child(ren)'s progress. In addition to the three reporting opportunities detailed below, teachers are encouraged to liaise with parents at other opportunities feeding back to parents if their child has made excellent or exceptional progress in a particular area or if their child is at risk of not making expected progress.

To this end, there will be three reporting opportunities, though teachers are advised to feedback to parents in a timely manner both to report positive feedback and targets relating to any concern regarding their child's progress.

- Learning Review Meetings – conversations about learning led by the pupil in discussing their learning and feeding back on the progress they have made and their next steps. These are held twice per year (once in the Autumn and once in the Spring term).
- Annual written reports to parents. These are sent electronically at the end of the school year.

Both written and verbal meetings will include the following:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher

- The pupil's attendance record

5. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Teachers have received specific training on inclusive pedagogy to ensure that the support that they provide to pupils with SEND or those that are disadvantaged is exceptional.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. We recognise that in order to achieve equity of opportunity for all pupils, we must use assessment information precisely to inform the level of scaffolding and support needed.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

6. Training

Our CPDL responds to the needs of our staff. We act responsively to ensure that staff are supported with up-to-date knowledge and skills to ensure efficient and accurate assessment practice. We use a coaching approach to all our meetings which allows us to assess the needs of the staff and to put in place support as needed. This could be through whole staff CPDL or 1:1 coaching with a member of staff.

We use assessment information to inform all of our PPMs and SEN surgeries in order to ensure there is a good understanding of assessment and assessment practice among all teachers. The assessment lead meets with teachers following a 'data drop' to discuss any anomalies and to ensure that assessment is quality assured. This helps to inform training needs and future CPDL.

The assessment lead is responsible for staying abreast of good practice in assessment. They are supported in their role by the Headteacher and the Pixl contact to update this professional knowledge regularly and routinely. They then will use PPMs, Quality Assurance meetings and CPDL to share this good practice.

7. Roles and Responsibilities

7.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

7.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

8. Monitoring

This policy will be reviewed annually by the assessment lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher and assessment lead are responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Data meetings
- PPMs
- Moderation
- Quality Assurance data meetings
- Coordinating with subject leaders and WLT on regular monitoring
- Learning walks
- Book scrutinies