



**REGENT
PRIMARY
SCHOOL**

Assessment Policy

Reviewed by the Senior Teacher Academics / Head of Assessment and Reporting (HARR):
January 2026

Previous Review: June 2023

Approved by the Board: March 2026

Date of Next Review: March 2028

Aim

The purpose of this policy is to articulate clearly how assessment at The Regent Primary School (TRPS) is designed, implemented and reviewed in order to secure high academic standards, strong pupil progress and consistently high-quality teaching. Assessment at TRPS is not an end in itself; it is an integral professional tool used to inform curriculum planning, adapt teaching, identify next steps, and ensure that every pupil is appropriately supported and challenged.

At TRPS, assessment is used to identify attainment accurately, measure progress reliably over time, inform responsive teaching, and provide meaningful feedback to pupils and parents. It supports strategic decision-making at classroom, phase and whole-school level, including school development planning, performance management, intervention planning, and structured provision for pupils with additional needs as well as those demonstrating high academic potential.

Policy Statement

Assessment at TRPS is rooted in a balanced and coherent framework of formative and summative assessment. This framework reflects current best practice in British independent education and aligns with our commitment to academic excellence, inclusion and personalised learning.

Assessment for Learning is embedded in daily classroom practice and underpins effective teaching from Early Years through to Year 6. It is characterised by high-quality questioning, clear learning intentions, shared success criteria, responsive feedback, and carefully designed assessment opportunities within lessons. Teachers continually evaluate pupils' understanding through discussion, observation, written work and practical tasks, adapting instruction in real time to deepen learning and address misconceptions.

Assessment of Learning provides structured opportunities to evaluate attainment and progress against age-related expectations and national benchmarks. These summative assessments enable the school to monitor progress longitudinally, validate teacher judgements, benchmark performance externally, and ensure accountability at pupil, cohort and whole-school level.

In the Early Years, assessment is integral to learning and development. It is grounded in practitioners' deep knowledge of each child and informed by ongoing observations, adult-led activities, child-initiated learning, and dialogue with parents and carers, in line with statutory Early Years guidance.

Roles and Responsibilities

The Headmaster retains overall responsibility for assessment across the school. Strategic leadership for teaching and learning is provided by the Senior Teacher Academics, whose role focuses on curriculum coherence, pedagogical quality, and academic standards across phases.

Operational leadership for assessment systems, data integrity, analysis and reporting is delegated to the Head of Assessment and Reporting (HARR). The HARR oversees assessment design, implementation, moderation, reporting cycles and data use, ensuring consistency, accuracy and fitness for purpose across the school. The HARR works closely with the Senior Teacher Academics to ensure that assessment practice aligns with curriculum intent and pedagogical expectations.

Class teachers are responsible for implementing assessment in their classrooms, maintaining accurate records, and using assessment information to inform planning and teaching. Subject leaders and phase leaders monitor assessment practices within their areas, supported by the HARR, to ensure alignment with school expectations and curriculum

Assessment for Learning

Formative assessment is central to teaching and learning at TRPS from Playgroup to Year 6 and is closely aligned with the school's curriculum design principles, including Understanding by Design (UbD) and Continuous Provision. Teachers plan units and lessons by identifying desired learning outcomes, determining acceptable evidence of learning, and then designing learning experiences that enable pupils to achieve those outcomes.

Within this framework, assessment for learning is embedded through effective questioning, purposeful discussion, modelling, and timely feedback. Teachers use assessment tasks within lessons, including written work, practical activities, collaborative tasks and reflection, to gauge understanding, address misconceptions and deepen learning.

Primary teaching at TRPS is thematic in nature. Units of Inquiry provide meaningful contexts for learning across subjects, enabling pupils to make connections and apply knowledge and skills in integrated ways. Assessment within these units captures both subject-specific attainment and the transfer of learning across disciplines, in line with UbD principles.

Across EYFS to 6, formative judgements are recorded using Sonar Tracker. Sonar Tracker supports the capture of teacher assessment against curriculum objectives and also stores summative assessment data. The platform cross-references formative and summative outcomes, generating graphs and tables that inform teachers, subject coordinators, senior leaders and the Board. This enables robust monitoring of progress at individual, cohort and whole-school level.

In the Early Years, Sonar Tracker is used alongside Tapestry. Tapestry remains the primary platform for recording rich observational evidence linked to the Prime and Specific Areas of Learning and the Characteristics of Effective Learning. Sonar Tracker complements this by supporting structured tracking against Early Learning Goals and key developmental milestones, ensuring continuity of assessment as children transition into Year 1.

Assessment of Learning

Summative assessment at TRPS follows a clearly defined annual cycle designed to provide robust baseline data, monitor progress at key points, and evaluate end-of-year attainment.

Baseline assessments are conducted at the start of the academic year. Reception pupils complete BASE assessments. Year 1 pupils complete Cambridge Primary Insight, while pupils

in Years 2 to 6 complete NGRT and CAT4 assessments. These assessments establish starting points, inform target-setting and support early identification of pupils requiring intervention or extension.

Writing across the school is assessed using the Oxford Writing Criterion Scale, providing a consistent and moderated framework for evaluating composition, grammar, vocabulary, structure and authorial control.

During the academic year, pupils in Years 2 to 6 complete NGRT assessments to monitor reading accuracy, comprehension and reading age. Reading ages are used to inform reading group placement, targeted support and enrichment, and are reviewed regularly as part of pupil progress discussions.

End-of-term summative assessments include NFER Progress Check paper tests at the end of Term 1 in December and at the end of Term 2 in March. In July, pupils in Years 2 to 6 complete GL Progress Tests in English, Mathematics and Science. Year 1 pupils complete NFER paper tests at the end of the academic year, as GL Progress Tests are not available for that year group.

In the Early Years, statutory assessment culminates in the EYFS Profile at the end of Reception. Teachers use professional judgement, informed by accumulated evidence, to determine whether each child is emerging or meeting the Early Learning Goals. Particular attention is given to the Good Level of Development (GLD), which provides an important indicator of school readiness and informs transition planning into Key Stage 1.

Across the Primary Years, pupil attainment in curriculum subjects is reported using a Grade 1 to Grade 7 scale. This grading framework provides a shared language for attainment and progress and is aligned with age-related expectations. The interpretation and application of grades are explained in detail in the school's Marking Policy.

Phonics and Early Reading Assessment

From Nursery to Year 2, Read Write Inc assessments are used to monitor pupils' phonics knowledge, decoding skills and reading fluency. Assessment outcomes are used to group pupils appropriately, identify those requiring additional support, and ensure timely progression through the programme. These assessments are reviewed regularly and inform both classroom practice and targeted intervention.

Use of Assessment Data and Pupil Progress Meetings

Assessment data is analysed systematically to identify trends, strengths and areas for development at pupil, cohort and whole-school level. Data informs curriculum refinement, intervention planning, enrichment provision and professional development priorities.

Pupil Progress Meetings are held regularly for both Early Years and Primary phases. These meetings provide a structured forum for triangulating formative and summative data, reviewing individual pupil progress, planning targeted support or extension, and evaluating the impact of previous actions. Pupils demonstrating exceptional attainment, including those reaching the upper limits of standardised assessments, are explicitly discussed to ensure appropriate challenge and enrichment.

Project Exhibition

At the end of Term 2, pupils participate in a Project Exhibition which forms part of the school's summative assessment framework. Through extended projects, pupils demonstrate their knowledge, skills and understanding in authentic contexts, showcasing depth of learning, cross-curricular links and communication skills. The exhibition provides meaningful feedback to parents and replaces the traditional written report for that term.

Recording and Data Management

Assessment information from standardised tests and teacher judgements is securely recorded and maintained within the school's central data systems. Sonar Tracker, Tapestry and standardised assessment reports are overseen by the HARR to ensure accuracy, consistency and appropriate use. Teachers maintain ongoing assessment records to support responsive teaching and professional accountability.

Reporting to Parents

Parents are kept well informed about their child's progress through a combination of written reports and consultation meetings, as outlined below.

Phase	Term 1	Term 2	Term 3
Playgroup – Year 6	Baseline assessment report emailed to parents early in the term, outlining starting points and initial attainment. Academic report issued in December detailing attainment, progress and next steps. Parent-Teacher Consultation 1 focuses on settling in and early progress.	End of Term 2 assessment data-only academic report issued to parents in March detailing attainment and progress. Project Exhibition provides qualitative feedback on learning with anecdotal notes embedded in the academic report. Parent-Teacher Consultation 2 reviews progress and targets.	End-of-year report providing a comprehensive summary of attainment, progress and summative assessment outcomes. Optional Parent-Teacher Consultation 3 held by request or invitation.

At any point, parents or teachers may request additional meetings outside this schedule to discuss progress or concerns.

This policy reflects TRPS's commitment to rigorous, purposeful and child-centred assessment practices that support excellence in teaching and learning.