Assessment Policy

19 October 2026

About This Document

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History

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1.0	Sep - 2018	School Governors	Approved and adopted.
1.1	15 Aug - 2021	School Governors	Reviewed and approved.
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1.5	10 June - 2025	René Esterhuizen, Headteacher	Reviewed, no changes.
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1.7	19 Oct - 2026	René Esterhuizen, Headteacher	Reviewed, changes made to come in-line with new KCSIE guidelines.

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1. Introduction

1.1. Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide useful information about pupils' attainment and progress for pupils, staff, parents/carers and school leaders.

1.2. Assessment at The Vine Christian School will be:

i. Positive

ii. Manageable

iii. Useful and used

iv. Consistent

2. Aims

2.1. To gather information about the performance and progress of individual pupils and groups of pupils so that it can be used to inform appropriate target setting and next steps.

2.2. To gather information to assist Supervisors and other teachers in planning the next stage of learning

2.3. To provide information to support the school's strategic planning.

2.4. To track individual progress from starting points and identify gaps, misconceptions, support needs and appropriate next steps.

3. Guidelines

3.1. Assessment will be used in the following ways:

3.2. Assessment will be proportionate and purposeful. It will be used to check what pupils know and understand, identify gaps or misconceptions, inform subsequent teaching, and demonstrate progress from pupils' starting points. Assessment arrangements will take account of pupils' ages, aptitudes and needs, including pupils with SEND or an EHC plan.

3.3. Formative – the information gained informs or affects the next learning experience.

3.4. Diagnostic – identifying knowledge, understanding or skills that have not yet been securely learned and may be preventing pupils from making expected progress.

3.5. Evaluative – informing the strategic planning and the direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievement and progress.

3.6. Cumulative – systematically recording information to show what pupils have achieved at a point in time and to identify progress over time.

3.7. Effective Assessment in this School is characterised by:

3.8. Meaningful and useful information about pupils' achievement and progress is recorded and, where appropriate, transferred with pupils at key transition points, including:

3.9. When pupils move from the EYFS into Key Stage 1, where applicable.

3.10. When pupils move between year groups or phases within the school.

3.11. When pupils transfer to or from another school or educational setting.

3.12. Analysis of pupils' performance, achievement and progress will take account of the needs of pupils:

i. With special educational needs and/or disabilities (SEND).

ii. Who are more able or who need greater challenge.

iii. With English as an additional language (EAL).

3.13. Assessment in this School is enhanced by:

i. Informed planning

ii. Pupils' involvement in self-assessment

iii. Appropriate pupil involvement in peer assessment

iv. Positive and specific written feedback, where appropriate

v. Planned oral feedback

vi. Parents'/carers' involvement

vii. Monitoring and evaluation by subject coordinators, where applicable

viii. Regular review of assessment information to identify trends, strengths and areas for improvement

3.14. The Headteacher/Principal will ensure that this policy is implemented consistently throughout the school using strategies such as discussion with Supervisors/teachers, pupils and parents/carers, sampling pupils' records and reports, and reviewing Supervisors'/Teachers' planning and assessment practice.

3.15. This policy will be evaluated and regularly updated. Any significant issues or priorities identified through assessment will be considered for inclusion in the school development/improvement plan.

3.16. Assessment – Who Is It For?

i. Supervisors will know:

a) Where the pupils are starting from

b) Whether pupils have learned what was planned

c) Whether pupils are making appropriate progress from their starting points

d) How pupils are applying their knowledge, skills, and understanding across the curriculum

e) Which pupils need additional help and in which areas?

f) Which pupils need greater challenge or extension work

g) Whether planning, resources and staffing are appropriately targeted

ii. The Headteacher, Supervisors and Governors will know:

a) Whether pupils are making appropriate progress

b) Whether there are significant concerns or areas requiring support

c) Whether the pupil's progress is in line with the school's aims, expectations and relevant benchmarks

d) How standards compare with relevant external or national benchmarks, where appropriate

e) Whether aspects of the curriculum and teaching need to be strengthened

iii. The Parents/Carers will know:

a) Whether their child is making appropriate progress

b) Whether there are any significant concerns or areas requiring support

c) How their child is progressing from their starting point and, where appropriate, in relation to age-related or other relevant benchmarks

iv. The Governing Body will know:

a) How the school is progressing against its aims and improvement priorities.

b) The impact of the school development/improvement plan.

c) How standards compare with relevant external or national benchmarks, where appropriate.

4. Record Keeping

4.1. See Appendix I for the school's assessment and record-keeping arrangements.

4.2. The school will provide parents/carers with an annual written report on each registered pupil's progress and attainment in the main subject areas taught, except where a parent has agreed otherwise. Assessment records will be kept securely and in accordance with the school's Data Protection/Privacy Policy.

5. Feedback

5.1. Pupils should receive high-quality feedback that helps them understand what they have done well, identify next steps and improve their work.

5.2. Feedback will include:

i. Written feedback

ii. Oral feedback

iii. Peer response/feedback

iv. Individual target setting

6. Special Education Needs and Disabilities (SEND)

6.1. Assessment will take account of pupils' individual needs, including SEND, disabilities, communication needs and any Education, Health and Care (EHC) plan. Reasonable adjustments and appropriate support will be provided where required.

6.2. The SENCO will work with Supervisors/teachers, support staff, parents/carers and external professionals, as appropriate, to identify needs and arrange further assessment or support. Intervention and support will be informed by formative and summative assessment and reviewed according to pupil need.

7. PACE Assessment

7.1. All new pupils will be given a diagnostic assessment (if they are age 5 and above) to identify learning gaps. A pupil's academic needs must be diagnosed before the appropriate curriculum can be prescribed. Appropriate academic diagnosis and prescription are vital to a pupil's achievement.

7.2. Diagnostic testing begins with simple concepts and continues through more advanced thinking. Successful completion of the tests indicates where the pupil should start on the curriculum.

7.3. Each pupil entering the A.C.E. programme is given diagnostic tests to determine skill and concept mastery. The diagnostic tests assist the school in determining the pupil's academic needs in each subject. After the pupil completes the diagnostic testing, they are given curriculum that meets and challenges them at their performance level.

7.4. Four academic areas are tested: Maths Levels 1-9, English Levels 1-8, Reading Levels 1-8 (Science, Social Studies, Bible Reading, and Literature & Creative Writing), and Spelling Levels 2-9. These tests cover basic skills normally mastered before secondary school.

7.5. When weak areas are evident from the testing, the appropriate gap PACEs are prescribed to strengthen specific weaknesses. After completing the gap PACEs, the pupil progresses at their performance level. If they demonstrate mastery at all levels of testing, they have the ability to function at their chronological grade level.

7.6. All PACE administrative procedures will be followed to record the pupil's PACE Test results.

7.7. Failed PACEs will be followed by a repeat PACE to ensure mastery of the subject.

7.8. Only passed test scores will be recorded on the Supervisor Progress Cards. ICCE procedures will be followed for all PACEs above 1085.

7.9. ICCE procedures will be followed for pupils on ICCE.

8. Assessment Information Will Be Used

8.1. Analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.

8.2. To review whole school and individual curricular targets so that they can be amended, if necessary, while remaining realistic and challenging.

8.3. To review and, if necessary, adjust curriculum provision in terms of breadth and balance

8.4. To inform the Governing Body/Trustees about the school's standards, pupil progress and improvement through the Headteacher reports.

Appendix I

Record-Keeping:

What records are required and when?

Weekly/fortnightly	▪ The children should receive feedback which is on-going. ▪ Planning should be evaluated weekly/fortnightly or on completion of a unit of PACE work.
Termly	▪ Year 1 to Year 6, assess literacy and numeracy termly. The children should be given a curriculum level and progress should be seen throughout the year. Record sheets should be maintained and stored in a file. ▪ Foundation Stage Profile/Baseline Assessment ▪ Whole school targets should be addressed in planning ▪ The foundation subjects should be assessed on completion of each skills curriculum unit. When a theme contains more than one unit from the same curriculum area, at least one unit should be assessed. ▪ Student Progress Reports completed at the end of each term.
On-going	▪ The core-curriculum and foundation subject coordinators should complete monitoring and assessment of their subjects throughout the year. ▪ This would involve: ➢ Lesson observations ➢ Scrutiny of work ➢ Pupil conferencing ➢ Scrutiny of planning ▪ These strategies would provide information which would enable coordinators to move their subject area forward in school. ▪ Teacher assessment should be on-going.
Yearly	▪ Foundation Stage Profile/ Baseline Assessment Individual target setting/PACE Projections ▪ The Progress Report will be completed at the end of the summer term and sent to parents to keep. ▪ A copy will be retained by the school.