

ASSESSMENT POLICY

**A biblical Perspective: "Test everything. Hold on to what is good."
1 Thessalonians 5:21**

RATIONALE

The Assessment policy is an integral and continuous part of both teaching and learning in this school. It enables teachers, pupils, parents, governors and any other interested parties to recognise pupil development, achievement and progress. It is used to inform, develop and motivate learning. All systems are used consistently by the staff and fulfil all statutory requirements. Children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children.

AIMS

PUPILS

- Recognise and celebrate a wide range of achievements.
- Identify their strengths and areas for reinforcement and development.
- Take responsibility for and make informed judgements about their future learning including use of targets.

STAFF

- Assess and monitor pupil development and progress and use this information to inform future teaching and learning.
- Evaluate the effectiveness of teaching strategies and materials in their curriculum planning.
- Use consistent assessment systems.

LEADERSHIP & MANAGEMENT

- Make informed judgements relating to the way the curriculum is planned and resourced.
- To track pupil development and progress, set targets and raise standards.
- Communicate effectively pupil achievements to pupils, parents, governors, county Education Department, National statistics and any other required reporting.

EQUALITY OF OPPORTUNITY

We are a Rights Respecting School and we all acknowledge that all have the same rights and responsibilities.

ASSESSMENT

TYPE OF ASSESSMENT	YEAR GROUP	PERSON RESPONSIBLE FOR ASSESSMENT	WHEN?
Early Years Baseline Assessment	Reception	EYFS Teacher	On entry
Foundational Skills	Reception PLUS Class Teachers with 'New Joiners'	EYFS Teacher Class Teachers	As soon as possible
Development matters profile	Reception	Early Years practitioner	ongoing
Year One Phonics Check	1	Teacher	Summer Term
Year Two Phonics Check re-takes	2	Teacher	May
Key Stage 1 Optional Tests	2	Teacher – using mark scheme	May
Key Stage 2 Tests	6	SAT's allocated markers (Reading, Maths, Grammar & Spelling) Teacher Assessment (Writing and Science)	May
Teacher assessment	R-6	Teachers and TAs	On-going completed by the end of the Summer term (see below)
My Plan / SEND	SEN	Teachers and TAs	End of each term or as required for EHCP
Self –assessment	R – 6	Pupils	ongoing

ASSESSMENT PROCEDURES

TEACHER ASSESSMENT

- Records of on-going assessment are recorded on the weekly planning sheets or pupil records in order for the assessment to inform future planning for teaching and learning.
- Assessment requirements for the different subjects are indicated in the Learning and Teaching Policy.
- Teachers use the following methods to assess pupils:
 - Observation

- ❑ Listening
- ❑ Questioning
- ❑ Tasks
- ❑ Tests
- ❑ Marking (see marking policy)
- ❑ Feedback from Learning Support Workers

RECORDING

- Teachers record assessment notes on weekly planning sheets and/or class tracking grids.
- Subject assessment grids are kept online on INSIGHT.
- TAs may record any assessment notes; following direction from the teacher- marking to the WALT for the group they are supporting.
- Individual teachers may also keep other record systems above those that are expected to be kept through this policy.

FOUNDATION STAGE - Development matters

- The information gathered during EYFS is based on two categories – emerging and expected within the appropriate 'Age and Stage' band for each individual child.
- EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1/2 scale which mirrors the school's 'emerging / expected ' reference points and reports on 'Characteristics of Effective Learning.
- At Haresfield School we use the government approved baseline assessment tasks. Careful observations are also made of the children's starting points during their first 3 weeks of starting the school. Observations are regularly captured throughout the year covering all areas of development matters. The children also have an ongoing Learning Journal which supports us in storing information throughout the year plus Class dojo is used to record evidence.
- Phonics assessment will be carried out each term according to the Little Wandle scheme of work, by the class teacher or class TA in order to identify gaps in knowledge or next steps in learning.

YEAR ONE

- Phonics assessment will be carried out each term according to the Little Wandle scheme of work, by the class teacher or class TA in order to identify gaps in knowledge or next steps in learning.
- Phonics test carried out in June for all children in Y1 + any child in Y2 who did not reach the required level the previous year. This assessment will be administered by the Year 1 teacher. Results are reported to parents.
- End of term Maths assessments for each end of unit will be carried out using the assessments on The White Rose Maths Hub.
- NTS assessments are carried out 3 times per year in Maths and Reading to give a standardised score and age comparison. Rising stars SPAG is also carried out 3 x per year.

Year 2 - KEY STAGE 1 Teacher Assessment/Tests

- Children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by a Year 1 teacher. Results are reported to parents.
- The year 2 teacher organises and administers the tasks and test to the year 2 pupils required to be entered for these assessments.
- Optional tasks/tests are administered following the Government guidelines.
- Results are not reported to parents but used by the next class teacher and SLT to monitor pupil progress..
- Subject co-ordinators use the data to analyse pupil progress and report findings to staff and governors.

YEAR FOUR - Times Tables Test

- The year 4 class teacher organises and administers the tests to the year 4 pupils required to be entered for these assessments.
- Tests are administered following the Government guidelines

KEY STAGE 2 TESTS

- The year 6 teacher organises and administers the tests to the year 6 pupils required to be entered for these assessments.
- Tests are administered following the Government guidelines.
- Results are reported to parents.
- Results are passed onto the year 6 transfer schools.
- Subject co-ordinators use the data to analyse pupil progress and report findings to staff and governors and published when the year group contain sufficient number of pupils.
- Further analysis of data from the LEA and DfE is undertaken by the subject leader and Headteacher and shared with whole staff and governors.

In addition to the assessments described above, teachers across the school assess regularly using our school online tracking system, reporting using the same language across the school – Working towards the expected level WTS, Working at The Expected Level EXP, Working at Greater Depth GD which is informed by a range of formative and diagnostic assessment tools.

Examples of these may include:

- NCETM Mastery Materials for each year group
- Weekly spelling tests
- Regular written reading comprehension tasks.
- Weekly times table testing in Key Stage 2
- Scaffolded and independent writing tasks through teaching sequences
- Internal and external moderation of writing
- Teachers' own spreadsheets / mark books / highlighted sheets etc.

As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm. Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

During our curriculum planning stage we have identified key skills that we expect the children to have mastered during their time within a class, these key skills are assessed at the end of a unit and are then used to inform planning. This data is shared with the Head teacher and the subject co-ordinator.

SCIENCE –KEY SKILLS (on-going)	Assessed using National Curriculum attainment targets at end of topic Recorded in class assessment folder and passed to subject co-ordinator.
ICT	Assessed using National Curriculum attainment targets at end of topic Recorded in class assessment folder and passed to subject co-ordinator
RE	Assessed using National Curriculum attainment targets at end of topic Recorded in class assessment folder and passed to subject co-ordinator.
ART	Assessed using National Curriculum attainment targets at end of topic Recorded in class assessment folder and passed to subject co-ordinator.
DT	
GEOGRAPHY	
HISTORY	
MUSIC	
PE – assessed using the PE PAL	
PHSE Scarf	

At Haresfield Primary School, progress is measured and monitored in the following ways:

- Pupil Progress Meetings - *held 3 times a year, create notes about individual pupils/groups not reaching or moving beyond the expected standard, barriers to learning e.g Behaviour /Attendance, intervention, booster or Wave 1 "catch up" programmes.*
- Teacher and TA Appraisal - *Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed.*
- Assessment Points - *Data Capture Form summarises achievement and identifies any cohort issues to be addressed.*
- Tracking Grids - *on going, formative assessment tracking sheets are used to capture progress within a performance indicator and aid next step planning. A three point system enables teachers to show the depth of children's learning.*

- Attainment Maps - *these enable the teacher to map the children according to prior attainment (end of key stage) and to monitor that they are on track to make progress. Updated 3x per year*
- Test score record sheets - *increase in total scores indicate progress.*
- Closing the Gap Plans - *provide information about next steps of learning for children requiring further intervention, booster or catch up.*
- Reading/Spelling Ages - *used to show progress for lower attainers*
- Children's books - *book scrutiny monitoring reports will identify progress; pre-and –post assessments , writing journeys, and response to feedback are positive progress indicators*

MODERATION MEETINGS

- Annually with teachers from hand-over years and as part of subject monitoring.
- Moderation for writing and Maths is carried out regularly in school and across the school and within the school network to ensure consistency. We have developed a robust moderation and assessment tool with the help of our literacy consultant.

TEACHER PLANNING RECORDS

All records to be stored on the T drive

- Critical Pathway showing 1 terms work
- Termly topic webs.
- General weekly planning sheet.
- Literacy planning sheet for the unit.
- Numeracy planning sheet for the unit with small steps identified for each day.

REPORTING

AIMS

- To communicate information about what has been taught, pupil progress, pupil targets and other achievements in all areas to those concerned with the child's education and well-being and to establish programmes to improve progress.

PARENTS

- Discussions as necessary with parents
- Parents' evenings during the Autumn and Spring terms with details of progress in Spring.
- Summary of progress and attitudes to learning sent out December and Easter.
- Detailed school reports sent out in the Summer term.
- Foundation Profile reports Summer.
- Key Stage 2 SATS results sent out with the school report in the Summer term.
- My Plans / EHCP for pupils with Special Educational Needs.
- Class newsletters, informing parents of the class work and expectations for the term.

GOVERNORS

- Regular meetings between the Headteacher and Chair of Governors.
- SIP visit reports
- Head's report to the Governing Body 5x yearly.
- Reports to the Governing Body by the Headteacher and other staff.
- Governors informed of data analysis.
- Governors have access to school data files on request to the Headteacher. Confidentiality is observed.

We use the following systems to report to others as appropriate:

- Statutory reporting
- Liaison between feeder and transfer schools.

Assessment Timetable 2026 - 2027												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
Rec	Baseline, Inc. Foundational Skills	Phonics Assessment		Phonics Assessment		Phonics Assessment	MID_TERM Profile Assessment	Phonics Assessment	EYFS~P Assessment begins	Phonics Assessment	TA onto Insight	
Yr 1	YARC	Phonics Assessment Foundational Skills	NTS Reading and Maths, Rising Stars SPAG Autumn Term 2 week 4	Phonics Assessment TA - Core			NTS Reading and Maths, Rising Stars SPAG Spring Term 2 week 3				NTS Reading and Maths, Rising Stars SPAG Summer Term 2 week 3	Teacher Assessment onto Insight - Reading, Writing, Maths, DT, Science, History, Geography, Art, Music, PE, RE, Computing
Yr 2	YARC	Foundational Skills		TA onto Insight - Core				TA onto Insight - Core PLUS				
Yr 3	YARC	Foundational Skills		TA onto Insight - Core				TA onto Insight - Core PLUS				
Yr 4	YARC	Baseline MTC		TA onto Insight - Core		MTC revision		TA onto Insight - Core PLUS		MTC from 7th June		
Yr 5	YARC			TA onto Insight - Core				TA onto Insight - Core PLUS				
Yr 6	YARC	Baseline SATS R M & Spag		TA onto Insight - Core		SATS R M & Spag		TA onto Insight - Core PLUS	SATS w/b 10th May	Statutory Teacher Assessment W, Sc		
Writing – Independent tasks need to be built into the teaching sequence and ongoing assessment needs to be added to Insight each short term. Maths – White Rose Maths – end of unit assessments used by all staff to inform Teacher Judgements and Intervention Needs. Non-Core Subject Assessments – We will work on new assessment frameworks from March onwards.												