



# **Hugglescote Community Primary School**

## **Assessment Policy**

**September 2024**

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Improve pupil outcomes
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Ensure that assessment is not too onerous for school staff, through thinking carefully about the purpose and frequency of data collection and data input
- Clearly set out how and when assessment practice will be monitored and evaluated
- To support school improvement and the raising of standards of achievement and attainment for all our pupils.

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

## 3. Principles of assessment

We assess so that:

- Teachers can regularly and accurately review what children know, understand and can independently apply.

- Teachers can identify gaps in learning and plan differentiated and targeted learning opportunities that meet the needs of all pupils.
- We can identify children who are not meeting age related expectations or not making expected or better progress and provide quality, focused intervention in specific areas of learning.
- We can identify children who are exceeding age related expectations and provide quality teaching and opportunities for these pupils to be sufficiently challenged.
- We can provide parents/carers with clear and accurate information about their child's attainment and progress.
- The children understand what they can do well and what their next steps are.
- We can provide useful data for analysis by the Senior Leadership Team (SLT), staff and governors, which identifies the achievements of specific groups of pupils. This information can then inform decisions around whole school planning.

## 4. Assessment approaches

At Hugglescote Community Primary School (HCPS) we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

### 4.1 In-school formative assessment

Effective in-school 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

Examples of formative assessments are:

- Feedback and marking from daily lessons. Please see our Feedback and Marking policy for more information.
- Questioning within lessons
- Teacher and or LSA observations of the child's learning
- Peer assessment where the pupil's feedback on each other's learning
- Self- assessment by the pupils.

### 4.2 In-school summative assessment

Effective in-school 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 evaluate learning at the end of a unit or period and the impact of their own teaching
- **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

Examples of summative assessments are:

- Pre and post unit of work assessments (including quizzes across the curriculum) e.g. in History to see what the children already know, can remember before teaching the unit and then post unit assessments. In Maths there will be an end of unit assessments of the content taught. In Writing there will be an end of unit assessment of writing against the age appropriate standards.
- Termly NFER tests in Reading, Grammar Spelling and Punctuation and Maths for pupils in Years 2-5
- Spring and Summer NFER tests in Reading in Maths for pupils in Year 1
- KS2 Mock SATs in Years 6
- Termly Phonics assessments in EYFS, Y1 and Y2 (as appropriate)
- 2x annual reading and spelling ages (as appropriate)
- Specific tests to help support pupils with SEND e.g. reading ages, memory tests, Vocabulary tests, dyslexic screening tests

### 4.3 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 Foundation Stage (EYFS) baseline and profile at the end of the reception year
- Phonics screening check in Year 1
- Phonics screening test in Year 2 (retakes)
- Year 4 Multiplication Tables Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

## 5. Collecting and using data

### EYFS

The NFER Reception Baseline Assessment Tool is used to assess the children in mathematics, literacy (including communication and language) and the personal and social aspects of learning. This assessment is completed within the first few weeks of them starting school.

Assessment in the Early Years throughout the year is gathered through daily observations, key group teaching and targeted play activities. The Foundation Stage practitioners have regular assessment meetings so that all staff involved are working collaboratively to assess children, gather evidence and plan next steps. Objectives of the EYFS Curriculum are assessed and recorded onto the assessment program Insight thus enabling progress towards Good Level of Development to be monitored and the correct interventions provided to children who need support.

### KS1 and KS2

At HCPS we use Insight which allows teachers to continuously assess and reflect on pupil's achievements. Gaps in learning can then be identified enabling teachers to plan targeted and differentiated learning opportunities. The NFER Tests used provide a national benchmark to identify children who are working towards, at or above the age related standard. These assessments help inform out teacher assessment.

The standardised score reflect a child's performance against this benchmark:

- A score of 100 – 115 reflects a child working at the standard expected for their age.
- Scores of 116 + reflect children working above or at greater depth
- Scores between 85 and 99 reflect children working just below or towards the standards expected for their age.
- Children scoring below 85 are identified as working below sometimes significantly below the standard expected for their age.

We use the language of 'below', 'just below', 'on track' and 'above' as descriptors on Insight for all our Teacher judgements across the whole curriculum. These judgements are entered at 3 points in the year i.e. at the end of each term.

Children in Year 6 use past SATS papers to help them prepare for their end of KS2 Statutory Tests. Children in Year 5 may also take these tests in the Summer Term before they enter Year 6. These tests help identify a cohort's strengths and areas of development.

#### **Additional provision for children with SEND.**

At times teachers may use different assessments for children with specific needs. This may include Social and Emotional needs like strengths and difficulties questionnaires and/or Boxall profiles along with specific reading, spelling, vocabulary and memory testing which help to identify a child's needs and monitor their progress.

#### **Target Setting and Benchmarking**

Targets are set across the school for the children in Years 1-6 in the core subjects at the start of each academic year. These targets are set on national data outcomes as well as the child's prior attainment. Targets are ambitious and challenging for all pupils and may change during the year based on a teacher's assessment. These targets are discussed during Pupil Progress meetings.

#### **Pupil Progress Meetings**

Pupil Progress meetings between teachers and/or class teams, the Assessment Lead (Deputy Headteacher) and SENCO take place each term. Teachers are expected to fully prepare for these meetings. This opportunity enables HCPS to work together to identify individuals or groups of children that are at risk of not making expected or better progress and supporting those pupils by implementing strategies and interventions that reflect their individual needs. Any areas for development or targeted groups of children in specific subjects, are then monitored by the teachers and SENCO, in order to monitor the agreed provision in place and the impact it is having on the targeted pupils progress. This, in turn feeds back into the next Pupil Progress meeting, where impact is discussed and reviewed.

## **6. Reporting to parents**

Parents/carers are welcome to talk to their child's teacher about their child at any appropriate time.

In addition to this, we invite parents to attend a Parents Evening in the Autumn and Spring Terms to discuss their child's achievements and attainment. We issue a written interim report to parents/carers in the Spring Term detailing their attainment and progress to date. We hold parent/carer SATs, Phonics, Reading, Writing and Maths workshops throughout the school year where we share information about how parents/carers can support their child's learning at home.

Written reports are provided to all parents/carers at the end of the academic year (or at a different point if the child needs this as part of an EHCP review). This written report will contain:

- Brief details of achievements in all subjects and activities forming part of the 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 including the number of possible attendances and the total number of unauthorized absences expressed as a percentage of the possible attendances

These reports also include, where applicable, the results from the statutory assessments:

- EYFS ELG
- Year 1 Phonics Screening
- Year 2 Phonics Screen retake
- Year 4 MTC
- KS2 SATs

## **The Role of the Governors**

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children. The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school provides robust action plans following each year's results. Governors will provide challenge for the school and will meet regularly with subject leads to review progress. Subject leaders submit a written report to Governor's annually as well as working regularly with their named Governor.

## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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 the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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. Every registered SEND pupil in school has a SEND support/ Learning Plan, which identifies individual targets and details the support in place to enable that pupil to access the National Curriculum at a point which is appropriate for their ability. The SEND support' learning plan enables us to monitor their progress against challenging, yet achievable targets, which in some cases may not be within that pupil's year group expectations, in which case pupils may be assessed against the Pre-Key Stage Standards.

## **8. Training**

All teachers are expected to keep themselves up to date with current regulation regarding assessment. The assessment leader will communicate updates and arrange for relevant CPD as needed.

We believe that moderation of teacher's assessments is important to ensure parity in assessment within our school as well as wider afield. We moderate assessments as a school, with other local schools as well as taking part in Local Authority moderation events. The SLT will monitor and moderate a selection of assessments throughout the year to identify any CPD needs amongst teachers.

## **9. Roles and responsibilities**

### **9.1 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
- Monitoring that teachers are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

## **9.2 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
- Making sure that arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

## **9.3 Assessment Lead**

The assessment lead is responsible for:

- Supporting the Headteacher with assessment responsibilities
- Continuing Professional development (CPD) for middle leaders/ subject leaders on effective assessment practice.

## **9.4 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective feedback and marking
- Using the school systems to record assessment information meeting deadlines as required including preparing for moderation exercises
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice.

## **10. Monitoring**

This policy will be reviewed every 3 years by the Assessment leader. 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 leader are responsible for ensuring that the policy is followed.

The Headteacher and Assessment Leader will monitor the effectiveness of assessment practices across the school, through:

- Moderation exercises
- Lesson observations
- Book scrutinies
- Pupil progress meetings
- Analysis of test results
- Monitoring of Insight

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy and procedures
- Marking and Feedback Policy
- Teaching and Learning Policy

**Approved by:** Governing Body

**Date:**

**Last reviewed on:** September 2024

**Next review due by:** September 2027

**Signed:**



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Nick Fordyce

**Chair of Governors**

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Paul Driver

**Headteacher**