Assessment Policy

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Assessment Policy

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Assessment Policy

1. Legal Framework

This policy has due regard to relevant legislation and statutory guidance, including:

- The Education Act 2002
- The Equality Act 2010
- The Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Current statutory assessment guidance issued by the Department for Education (DfE) and Standards and Testing Agency (STA)

2. The aims and principles of assessment

At Higham Primary School, we believe that the key aim of assessment is to support pupil achievement and progress, by providing information that informs teaching and learning.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Enable teachers to identify what pupils know, understand and can do, and to plan next steps to address gaps in knowledge, skills and understanding.
- Encourage pupils to reflect on their learning, recognise their achievements and understand their next steps.
- Provide parents and carers with clear information about their child's attainment, progress and areas for development.
- Provide information that can be used to evaluate the effectiveness of teaching and learning.
- Ensure pupils receive effective feedback so they understand their successes and how they can improve.
- Enable all pupils, including those with Special Educational Needs and Disabilities (SEND), to make effective progress and achieve their potential.

The principles that underpin assessment at Higham Primary are:

- Assessment is an integral part of teaching and learning and supports pupils' progress through a curriculum-led approach.
- High-quality teaching is supported and informed by effective formative assessment.
- Assessment is used to identify strengths, misconceptions and gaps in learning so that teaching can be adapted to provide appropriate support, challenge and access for all pupils.
- The school's ethos promotes high expectations and the belief that all pupils can achieve success when teaching and assessment are effective.
- Assessment is used to monitor attainment and progress and to inform future teaching and curriculum planning.
- Assessment supports meaningful and productive dialogue between staff, pupils and parents/carers.
- Assessment helps identify next steps for pupils, classes and the school as a whole.
- Assessment practices are manageable, purposeful and proportionate and do not create unnecessary workload.
- Assessment should focus on identifying what pupils know, understand and can do, rather than generating excessive evidence or tracking every curriculum objective.
- Assessment is inclusive and enables all pupils to demonstrate and celebrate their learning.
- A range of assessment approaches are used, including day-to-day formative assessment, in-school summative assessment and nationally standardised assessments where appropriate.

3. Types of assessment

At Higham Primary School, we undertake two complementary types of assessment: **assessment for learning (formative assessment)** and **assessment of learning (summative assessment)**.

3.1 Assessment for learning (formative assessment)

Formative assessment takes place throughout the learning process and is used to inform future teaching and learning. It enables teachers to identify pupils' strengths, address misconceptions, and adapt teaching to meet learners' needs. Formative assessment helps teachers to evaluate progress towards learning objectives and provides opportunities to improve outcomes as learning takes place.

In practice, formative assessment may include:

- Targeted questioning
- Observation of pupils' learning
- Constructive verbal and written feedback
- Use of mini whiteboards to assess understanding
- Self and peer assessment
- Exit tickets or exit cards
- Review of pupils' work

3.2 Assessment of learning (summative assessment)

Summative assessment takes place at key points throughout the academic year and provides information about pupils' attainment and progress over time. A range of summative assessment approaches are used across the school, including teacher assessment, in-school summative assessments and statutory national assessments. These assessments support teacher judgement, inform future teaching and contribute to school improvement.

In addition:

- Pupils in Reception are assessed against the **Early Years Foundation Stage (EYFS) Profile** at the end of the academic year.
- Pupils in Year 1 undertake the **Phonics Screening Check**.
- Pupils in Year 2 who did not meet the expected standard in Year 1 retake the **Phonics Screening Check**.
- Pupils in Year 4 undertake the **Multiplication Tables Check (MTC)**.
- Pupils in Year 6 undertake **National Curriculum Tests (SATs)** in reading, mathematics and grammar, punctuation and spelling (GPS). Writing is assessed through teacher assessment in line with national requirements.

Attainment in foundation subjects is primarily assessed through teacher judgement against the relevant curriculum expectations, knowledge and skills.

Summative assessment supports the monitoring of attainment and progress, informs future curriculum planning and helps identify areas where additional support or challenge may be required. In Key Stage 2, outcomes from standardised assessments are analysed to help identify strengths, misconceptions and gaps in learning.

The assessment timetable below provides an overview of the statutory and non-statutory assessments undertaken throughout the school. It outlines the key assessment activities used to monitor pupils' attainment and progress, inform teaching and learning, and fulfil statutory assessment requirements.

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Year Group	Autumn	Spring	Summer
Reception	Reception Baseline Assessment (RBA) Ongoing teacher assessment against Reception Checkpoints RWI (Phonics) Assessment	Ongoing teacher assessment against Reception Checkpoints RWI (Phonics) Assessment	EYFS Profile RWI (Phonics) Assessment
Year 1	Teacher assessment against Year 1 curriculum expectations RWI Assessment Phonics Screening Check practice	Teacher assessment against Year 1 curriculum expectations RWI Assessment Phonics Screening Check practice	Teacher assessment against Year 1 curriculum expectations Phonics Screening Check RWI Assessment
Year 2	Teacher assessment against Year 2 curriculum expectations RWI Assessment (if appropriate) Spelling Age Assessment STAR Assessment (ZPD and Reading Age) (if appropriate)	Teacher assessment against Year 2 curriculum expectations RWI Assessment (if appropriate) STAR Assessment (ZPD and Reading Age) (if appropriate)	In-school summative assessments Teacher assessment against Year 2 curriculum expectations Phonics Screening Check (where required) RWI Assessment (if appropriate) Spelling Age Assessment STAR Assessment (ZPD and Reading Age) (if appropriate)
Year 3	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 3 curriculum expectations STAR Assessment (ZPD and Reading Age) Spelling Age Assessment	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 3 curriculum expectations STAR Assessment (ZPD and Reading Age)	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 3 curriculum expectations STAR Assessment (ZPD and Reading Age) Spelling Age Assessment
Year 4	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 4 curriculum expectations STAR Assessment (ZPD and Reading Age) Spelling Age Assessment Multiplication Tables Check practice	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 4 curriculum expectations STAR Assessment (ZPD and Reading Age) Multiplication Tables Check practice	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 4 curriculum expectations STAR Assessment (ZPD and Reading Age) Spelling Age Assessment Multiplication Tables Check
Year 5	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 5 curriculum expectations STAR Assessment (ZPD and Reading Age) Spelling Age Assessment	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 5 curriculum expectations STAR Assessment (ZPD and Reading Age)	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 5 curriculum expectations STAR Assessment (ZPD and Reading Age) Spelling Age Assessment
Year 6	Standardised reading, GPS and mathematics assessments Teacher assessment against Year 6 curriculum expectations	Previous KS2 SATs papers and assessments Teacher assessment against Year 6 curriculum expectations	KS2 SATs Teacher assessment, including statutory writing assessment STAR Assessment (ZPD and

	STAR Assessment (ZPD and Reading Age) Spelling Age Assessment PESE/11+ optional tests	STAR Assessment (ZPD and Reading Age)	Reading Age) Spelling Age Assessment

In addition to the assessments outlined in the timetable, teachers may use regular low-stakes assessments, such as spelling and arithmetic tests, to support formative assessment and identify areas for further teaching and practice.

4. Assessment in the Early Years Foundation Stage (EYFS)

All children undertake the Reception Baseline Assessment (RBA) within the first six weeks of starting school. On entry, children are assessed through teacher observation and professional judgement, informed by Development Matters (2021), Birth to 5 Matters and the school's agreed Reception checkpoints. This provides a starting point from which progress can be monitored and supports the early identification of any additional needs.

Throughout the Reception year, ongoing assessment is integral to teaching and learning. Children's knowledge, skills and understanding are monitored through observations, interactions and learning activities. Teachers use assessment information to inform planning, identify next steps in learning and ensure appropriate support and challenge for all children.

Children are assessed against the school's Reception checkpoints at agreed points throughout the year, including the end of Terms 2 and 4. These checkpoints support teacher judgements about children's attainment and progress and help to identify priorities for future learning.

Tapestry, an online learning journal, is used throughout the Reception year to record significant observations and learning across the seven areas of learning and the Characteristics of Effective Learning. Parents and carers are also encouraged to contribute to their child's learning journey through the platform.

At the end of the Reception year, teachers complete the EYFS Profile using a best-fit professional judgement based on a range of assessment evidence gathered throughout the year. The EYFS Profile provides a holistic summary of each child's attainment against the Early Learning Goals and supports transition into Year 1.

5. Records and Record Keeping

Teachers use assessment records to monitor pupils' attainment and progress, identify next steps and inform future planning. Assessment information also contributes to reporting to parents and the evaluation of teaching and learning.

Records are maintained in a variety of ways and may include:

- Teachers' planning, including annotations that identify pupils who require additional support or challenge.
- Pupils' work, including written and verbal feedback.
- Teachers' assessment notes and mark sheets.
- Accelerated Reader reports (stored within the Accelerated Reader platform).
- Read Write Inc. (RWI) assessment records (stored within the RWI Portal).
- Results from in-school summative assessments and statutory assessments.
- Teacher assessment data recorded on Insight at agreed assessment points throughout the year.
- EYFS assessment records, including Reception checkpoints and the EYFS Profile.
- End-of-year pupil reports.

Assessment information recorded on Insight is used to monitor attainment and progress, support pupil progress discussions, identify pupils requiring additional support or challenge, and inform reporting to parents, governors and other relevant stakeholders.

In the Early Years Foundation Stage, Tapestry is used to record and share observations, assessments and examples of children's learning with parents and carers.

Assessment information is stored, processed and shared in accordance with the school's Data Protection Policy and Record Management procedures.

6. Assessment Information

Assessment information is stored securely within the school's assessment systems and platforms, including Insight, and is used to monitor pupil attainment and progress over time.

Pupils are teacher assessed at three key points during the academic year (Terms 2, 4 and 6) using professional judgement informed by ongoing formative assessment, pupils' work and summative assessment outcomes. Teacher assessment is based on a range of evidence gathered over time and is not determined by the outcome of a single piece of work or assessment.

For Reading, Writing and Mathematics, pupils are assessed using the following attainment descriptors:

- Below
- Just Below
- On Track
- Greater Depth

These descriptors indicate a pupil's attainment in relation to the expectations for their year group and the point within the academic year.

In Key Stage 2, pupils are additionally assessed in Grammar, Punctuation and Spelling (GPS).

Assessment information is recorded on Insight and is used to:

- Support discussion during pupil progress meetings.
- Monitor the attainment and progress of individual pupils and groups of pupils.
- Identify pupils who may require additional support or challenge.
- Monitor the progress of vulnerable groups.
- Inform teaching, intervention and curriculum planning.
- Evaluate the effectiveness of curriculum implementation and identify areas for further development.
- Support reporting to parents, governors and other stakeholders.

Assessment information from statutory assessments, standardised assessments and teacher assessments is used alongside professional judgement to provide a comprehensive picture of pupil achievement and progress. Standardised assessment outcomes are used to support, rather than replace, professional teacher judgement. In Key Stage 2, diagnostic analysis of standardised assessment outcomes is undertaken to identify strengths, misconceptions and gaps in learning. The findings are used to support pupil progress discussions, inform future teaching and identify appropriate intervention, support and challenge for individual pupils, groups of pupils and whole-class learning.

Teacher assessment in foundation subjects takes place throughout the year and is informed by pupils' knowledge, skills and understanding demonstrated through classroom learning. Assessment information is used to inform planning and is shared with subject leaders to support curriculum monitoring and development.

In some subjects, assessment is recorded against identified curriculum objectives or key knowledge and skills, while in others assessment is based on broader teacher judgements informed by pupils' learning over time.

7. Moderation

Moderation is an important part of the assessment process and helps to ensure that assessment judgements are accurate, consistent and in line with national expectations. Through moderation, teachers develop a shared understanding of standards and expectations across the curriculum.

Moderation takes place in a variety of ways, including:

- Internal moderation with colleagues within school.
- Cross-school moderation with colleagues from other schools.
- Participation in Local Authority moderation and professional development opportunities.
- External moderation visits where appropriate.
- Use of national exemplification and guidance materials to support teacher assessment.
- Professional dialogue between teachers and leaders to ensure consistency in assessment judgements.
- Support and guidance for new staff from experienced colleagues and mentors to ensure confidence and consistency in teacher assessment.

Moderation activities may include reviewing pupils' work, discussing assessment evidence and comparing judgements against agreed criteria and curriculum expectations. The outcomes of moderation are used to improve the accuracy and reliability of teacher assessment across the school.

8. Reporting to parents and carers

Parents and carers are kept informed of their child's attainment, progress and next steps through a range of reporting opportunities throughout the academic year.

Formal reporting takes place through:

- Parent consultation meetings in the autumn and spring terms.
- A written end-of-year report in the summer term.
- The opportunity to discuss the contents of the end-of-year report with the class teacher.

The annual written report provides information about each pupil's attainment, progress and attitude to learning. Attainment in reading, writing and mathematics is reported in relation to age-related expectations.

In Reception, parents and carers receive information about their child's attainment against the Early Learning Goals through the Early Years Foundation Stage (EYFS) Profile.

Parents and carers are also informed of the outcomes of statutory assessments, including:

- The Phonics Screening Check in Year 1 and Year 2 (where applicable).
- The Multiplication Tables Check in Year 4.
- End of Key Stage 2 statutory assessment outcomes in Year 6, including teacher-assessed writing and National Curriculum test results.

The school encourages open communication with parents and carers and welcomes discussion regarding any aspect of a child's attainment, progress or wellbeing.

9. Special Educational Needs and Disabilities

(See also the SEND Policy.)

The school is committed to ensuring that assessment arrangements are inclusive and enable all pupils to demonstrate their knowledge, skills and understanding.

The SENCO and assessment lead work with staff to identify and implement appropriate access arrangements for pupils with Special Educational Needs and Disabilities (SEND) during statutory and in-school assessments. Access arrangements are determined in accordance with current national guidance and are based on a pupil's normal way of working within the classroom.

Appropriate support may include:

- Additional time
- A reader
- A scribe
- A prompter
- Modified materials
- Rest breaks
- Other approved access arrangements as appropriate

Where pupils are working significantly below age-related expectations, teacher assessment and professional judgement are used alongside assessment information to provide an accurate picture of attainment, progress and next steps in learning.

Assessment information for pupils with SEND is used to identify strengths, areas for development and any additional support required. The progress of pupils with SEND is monitored regularly through ongoing assessment, provision reviews and pupil progress meetings.

Pupil attainment and progress are reviewed through pupil progress meetings at least three times each academic year to ensure that all pupils are appropriately supported and challenged.

At Higham Primary School, we follow the graduated approach as outlined in the Special Educational Needs and Disability (SEND) Code of Practice. This cyclical process of Assess, Plan, Do and Review ensures that pupils' needs are identified early, appropriate support is put in place, and the impact of provision is regularly monitored and evaluated.

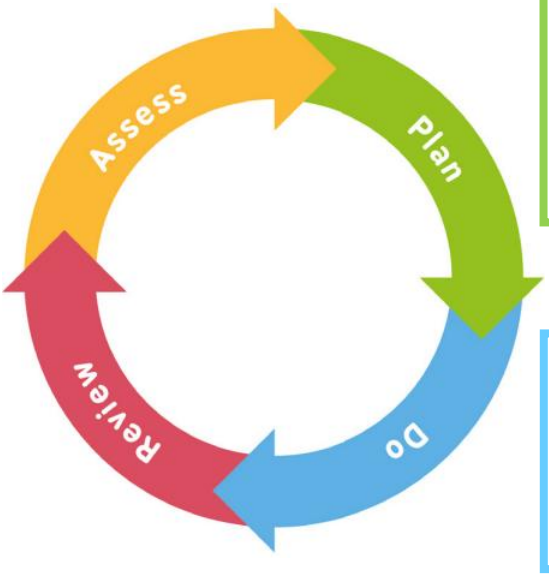
The graduated approach underpins our assessment, planning and provision for pupils with SEND and is used to support continuous progress and positive outcomes for all learners.

The diagram illustrates the graduated approach.

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Assess
Carry out child observations, hold discussions with key adults and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development. Assessments from outside agencies may be required with parental consent.

Plan
Hold discussions and meetings with parents, colleagues or any specialist who are involved to plan for what support will be put in place.
Make your plan 'outcome focused' – what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.



Do
Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCO.
Continue with observations to see how the child responds to the support.

Review
Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.
Check back against observations and planned outcomes.
The next steps should be carefully planned with parents, outside agencies and the child themselves. Consider consulting other colleagues of specialists that might be able to help before the cycle begins again..

10. The Role of the School Assessment Coordinator

The Assessment Coordinator is responsible for ensuring the effective implementation, monitoring and development of assessment practices across the school. Responsibilities include:

- Contributing to the School Improvement Plan through collaboration with the Senior Leadership Team.
- Leading the development and review of assessment, recording and reporting procedures.
- Monitoring the quality and effectiveness of assessment practices across the school.
- Supporting staff in making accurate and consistent assessment judgements.
- Coordinating assessment systems, processes and assessment data collection.
- Analysing assessment information to identify strengths, areas for development and priorities for school improvement.
- Liaising with curriculum leaders to ensure assessment information is used effectively to support teaching and learning.
- Organising and leading professional development and training relating to assessment, where appropriate.
- Liaising with the SENCO to ensure appropriate assessment arrangements and support are in place for pupils with SEND.
- Ensuring statutory assessment requirements are met.
- Keeping governors informed about assessment outcomes, developments and whole-school performance.

11. Monitoring and Evaluation

The Assessment Coordinator is responsible for monitoring the implementation of this policy and evaluating the effectiveness of assessment practices across the school. Assessment, recording and reporting procedures will be reviewed regularly to ensure they remain meaningful, manageable, proportionate and effective in supporting teaching, learning and pupil progress.

The governing body will review this policy in accordance with the school's policy review cycle. The governing body is responsible for ensuring that statutory assessment requirements are met and for monitoring the effectiveness of the school's assessment arrangements.

12. Links with other policies

This policy should be read in conjunction with the following school policies and documents:

- Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- Feedback and Marking Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Subject-Specific Policies (e.g. English, Mathematics and Science)
- Teaching and Learning Policy