Assessment Policy

July 2025

Introduction

At Holly Primary School our children are receiving high quality teaching, so we are keen to carefully, and incrementally, consider what curriculum and assessment methods will help us continue to improve achievement and the quality of teaching. This Assessment Policy is a working document and covers the many facets and requirements of Assessment and reporting.

This document is intended to support staff in providing a framework for their regular assessment of children.

Aims and Purposes of Assessment at Holly Primary School.

Assessment, recording and reporting are vital because they:

- Establish each child's level of progress, attainment and understanding,

- Help teachers and pupils match learning styles, activities and judgements to motivate and foster success,

- Inform future planning and target setting for individuals, groups and the whole school to ensure high standards of attainment,

- Provide required evidence and support for any identified targets and to meet any legal requirements related to assessment and target setting,

- Monitor progress through and coverage of the National Curriculum,

- Report accurately to parents, other teachers and other agencies,

- Identify children with special need and diagnose their needs,

- Inform children of their own progress through the use of assessment,

- Provide information to outside agencies on standards and attainment within the school,

- Provide information to the school upon the quality and effectiveness of teaching,

- Identify and reward success.

Principles of Assessment at Holly Primary School.

Assessment should:

- Actively involve all learners,

- It should aid progression of learning, ensure effective learning, build upon past achievements and set realistic but challenging goals for the future,

- Assessment should, wherever possible, be an integral part of the learning process. It should be an essential part of planning and teaching. Staff should, where possible, set targets and individual questions after marking pieces of work for children to respond and answer their questions,

- It should be diagnostic wherever possible,

- It should be informative e.g. provide a means to evaluate practice, provide evidence to organise learning, deploy staff and provide information to other colleagues, agencies, parents etc,

- Assessment should reinforce equality of opportunity through the recognition of the need for differentiation and the need to be responsive to particular individuals, groups, classes, and situations,

- It should be inclusive of skills and attitudes as well as knowledge and should be related to other indicators of achievement; emotional, behavioural, social, and physical where appropriate,

- It should be coherent and consistent throughout the school and understood by children and parents,

- The outcome of Assessment should be reflected in future planning and therefore acts as a form of evaluation of teachers' practice,

- Assessment should meet the needs of all children,

- Techniques for assessment should be easily managed as part of the everyday classroom organisation,

- Pupils need to be involved in discussing their own learning and achievements in order to allow for personalised learning.

Forms of Assessment. – Assessment *for* Learning

Assessment of children's achievement should lead to the teacher asking, "What does this child/these children need to learn <u>now</u> in order to make improvements and progress?"

Diagnostic Formative

Provides information about specific pupil need – pupils' strengths/weaknesses. Uses information to inform future planning and is shorter term and ongoing – recognising pupil achievement/progress, planning next steps, setting targets. Please see the marking policy which explains various challenges/targets children are given on a day to day basis as part of daily lesson assessments.

Summative Grading

Uses information to summarise over a period of time, provides a result which can be used to compare children's progress to that of other children and previous progress. Class teachers will input their summative data on a termly basis into Scholar Pack.

Formative Grading

Uses information to see on going progress of children's learning. This will inform teacher's planning to rectify misconceptions.

Evaluation
Assessment of the effectiveness of a programme of learning providing vital information for future planning. – teaching methods / policies / organisation / INSET

Assessment Framework

Please refer to the Assessment Framework for the whole school overview of subject assessment and timings within the year. (see appendix i)

Methods of Assessment include:
- Self-assessment
- Observation of day-to-day work
- Oral assessment
- Written Assessment
- Interviews
- Collaboratively, where colleagues assess each other's pupils
- Standardised tests
- Formal tests
- Teacher devised tests/quizzes

1. **Special Needs.**

Children identified as having special educational needs are regularly reviewed, assessed and if appropriate, tested with suitable diagnostic resources. All Special needs testing and review is carried out in line with Special Needs Code of Practice 2015 and the SENDCO is responsible for supervision of testing, review and support of children on the special needs register. B squared is used for SEN children to show small steps of progress.

2. **Curriculum based assessment**.

Children are assessed on a regular basis by monitoring their curriculum work. This is done in a variety of ways and is an on-going process, taking place throughout the year and fulfilling a number of functions.

These provide information about progress in key curriculum areas and attainment with reference to the National Curriculum.

In turn this allows for areas of concern to be identified for each individual child. These are reviewed each term and appropriate targets are set.

Ongoing Curriculum Assessment.

- **Marking:** Daily marking, in line with the school's marking policy, in all curriculum areas is vital as a daily check of progress and understanding. Marking should inform future planning and aid differentiation. It should allow children time to respond to their teacher's marking and complete their individual targets. (See marking policy).
- **Assessment during a lesson:** when introducing a new learning objective staff are encouraged to refer to previous learning to revise and establish understanding. At the end of a session, staff should assess how much has been learnt and use this information for subsequent planning.
- **Success Criteria/Skills:** within appropriate lessons teachers provide small steps in order for children to meet the learning objective. Children self-assess against this and teachers review their progress towards each step.

English as Additional Language (EAL)

Those children who start Holly Primary School with EAL who need additional support are assessed against the Bell Foundation EAL Assessment Framework for Schools. This will ensure that staff meet the needs of all pupils and will provide a tool which can help recognise pupil language achievements and needs. This framework will allow staff to assess in an informal and formal summative way.

Learning Review Days.

Learning Review Days are held in the Autumn, Spring and Summer Terms. These are used to discuss progress and set targets for the following terms. Children's work is available for discussion and subsequent targets are shared.

Transfer.

- The school works closely with the local secondary schools to complete their required transfer documentation. Assessment information is transferred by the Common Transfer Form (CTF).

Target Setting.

The SLT has the responsibility of setting targets for the whole school in line with recent Government initiatives. The Nottinghamshire School Handbook, Ofsted, Data Dashboard, Fisher Family Trust and Analyse School Performance reports give clear indications to school of areas of strength and weakness. The SLT have a major role in ensuring that assessment data is used effectively.

Target setting at the level of the individual, teaching group, curriculum area and whole school is essential to raise attainment and is dependent on the assessment, evaluation and analysis process described in this document. The SLT and Assessment Leader must ensure that the essential data is collected termly and used appropriately to plan for improvement in all areas of school life. Pupil progress meetings take place for classroom teachers on a termly basis in order to identify those children who need additional support. They also state what interventions are being used to support their children's learning.

Assessment of the Foundation Subjects.

Subjects	How they are assessed
History	3 thinkers, Kahoot quizzes, book looks, observations, chronology activities, self-assessment, discussions, pupil voice.
Geography	3 thinkers, Kahoot quizzes, book looks, observations, self-assessment, discussions, pupil voice.
RE	3 thinkers, termly assessment, pupil voice, recaps, self-assessment, peer assessment
PSHE	Observations, pupils voice, work books.
MfL	Marking questions, half termly a formal assessment which assesses speaking, listening, reading and writing.
DT	Observations, pupil voice, summative yearly assessment, questioning, evaluation of a project, book looks, photographs.
Art	Questioning, looking at the end piece of artwork to determine if children have been able to use the skills taught.
PE	Observations, teacher judgement.
Computing	Kahoot Quizzes in school account, On-going Book Creator projects. Digital Form completion when appropriate. End of unit assessment in the form of a challenge relating to work focus. e.g. end of lesson challenges in Code.org. / A new project in Scratch / Final presentation of work for presentations / Animations / Multi-Media.
Music	Beginning and end of unit Quiz, quiz sheets recorded in books, music theory quiz for starter in each lesson recorded in books. Video recording of first and end of unit to record live performance. In-lesson observation - live feedback to children.

Reporting to Parents.

Annual reports are produced at the end of each year. They provide information on the following:

- Work undertaken
- Progress made
- National Curriculum attainment
- Other aspects of a child's progress e.g. effort, attitude, behaviour.
- Areas of concern and future targets.

Alongside learning review days, a parental questionnaire is provided to parents at the end of the year to allow them to share their views about our school and suggest improvements for the future.

Elements of Assessment and Reporting can be found in the following documents and these should be referred to when significant detail is required about the assessment process for a particular area;

- Education Health Care Plan
- SAT analysis & Reports to Governors
- Individual Language Profiles
- All Curriculum Policies
- Whole School Plans
- Appendix i – Assessment Timetable

	F1 (Nursery)	F2 (Reception)	Key Stage One	Key Stage Two
Term 1 Oct	Baseline. Tapestry used for assessments and informing parents how their children are working.	Baseline SEN assessments as required. Little Wandle - Phonics assessment. Tapestry used for assessments and informing parents how their children are working. Reading banding commences and continues throughout the year. Reception baseline assessment (Gov.)	Assessment of reading to inform class reading groups. Little Wandle Autumn 1 assessment. Spelling needs assessed SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes Phonics screening to inform planning.	Assessment of reading to inform class reading groups Spelling needs assessed SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes
Term 2 Dec	Tapestry used for assessments and informing parents how their children are working. End of Autumn 2 assessment.	Child initiated obs. Tapestry used for assessments and informing parents how their children are working. Little Wandle - Phonics assessments to be completed. End of Autumn 2 assessment.	Little Wandle Assessments Assessment of children's writing away from the point of teaching using 2/3 pieces of work. Assessment completed via writing grids. Data inputted into Scholar. Completion of NTS (mathematics) Data inputted into Scholar. Completion of NTS (reading). Data inputted into Scholar. Phonics assessments to be completed	Assessment of children's writing away from the point of teaching using 2/3 pieces of work. Assessment completed via writing grids. Data inputted into Scholar. Completion of NTS (mathematics) Data inputted into Scholar. Completion of NTS (reading). Data inputted into Scholar. Year 4 children to complete a formal multiplication test
Term 3 Feb	Baseline of January starters Tapestry used for assessments and informing parents how their children are working.	Tapestry used for assessments and informing parents how their children are working. Little Wandle - Phonics assessment.	Assessment of reading to inform class reading groups Spelling needs assessed SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes Phonics assessments to be completed	Assessment of reading to inform class reading groups Spelling needs assessed SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes

Term 4 March/Apr	Tapestry used for assessments and informing parents how their children are working. Spring 2 assessment data.	Tapestry used for assessments and informing parents how their children are working. Little Wandle - Phonics assessments to be completed Spring 2 assessment data.	Assessment of children's writing away from the point of teaching using 2/3 pieces of work. Assessment completed via writing grids. Data inputted into Scholar. Completion of NTS (mathematics) Data inputted into Scholar. Completion of NTS (reading) Data inputted into Scholar. Phonics assessments to be completed	Assessment of children's writing away from the point of teaching using 2/3 pieces of work. Assessment completed via writing grids. Data inputted into Scholar. Completion of NTS (mathematics) Data inputted into Scholar. Completion of NTS (reading). Data inputted into Scholar. Year 4 children to complete a formal multiplication test
Term 5 May	Baseline for April starters Phonics assessments. Tapestry used for assessments and informing parents how their children are working.	Little Wandle - Phonics assessments to be completed Tapestry used for assessments and informing parents how their children are working.	Assessment of reading to inform class reading groups Spelling needs assessed SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes Phonics assessments to be completed	Assessment of reading to inform class reading groups Spelling needs assessed SEN Education Health Care/Pupil Support Plans studied and arrangements made for intervention programmes Y6 SATs
Term 6 June	Tapestry used for assessments and informing parents how their children are working. End of year assessment data.	**<u>EYFS Profile submitted to County.</u>** Little Wandle - Phonics assessments to be completed. Tapestry used for assessments and informing parents how their children are working. End of year assessment data.	Assessment of children's writing away from the point of teaching using 2/3 pieces of work. Assessment completed via writing grids. Data inputted into Scholar. Completion of NTS (mathematics). Data inputted into Scholar. Completion of NTS (reading). Data inputted into Scholar. Phonics screening assessments to be completed. Y2 retakes completed.	Assessment of children's writing away from the point of teaching using 2/3 pieces of work. Assessment completed via writing grids. Data inputted into Scholar. Completion of NTS (mathematics). Data inputted into Scholar. Completion of NTS (reading). Data inputted into Scholar. Y4s to complete official MTC.

SLT monitor progress and attainment each term for writing, reading and mathematics.