



Assessment Policy

Person responsible: Head teacher
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Chair of Governors

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1. Vision for Assessment

This policy has been written for staff at Messing Primary school to set out our approach to assessing pupils' attainment, both formatively and summatively. This policy should be read alongside our Teaching and Learning and Feedback and marking policies.

The purpose and aims of this policy and our approach to assessment are to:

- Improve pupil outcomes
- To evaluate the impact on learning of our intended and implemented curriculum
- Inform teachers and pupils of their next steps in learning
- To ensure we identify pupils falling behind and provide them with the right support to catch up
- Ensure assessment is not onerous for teachers, through thinking carefully about the purpose and frequency of data collection and data input.

2. Principles of assessment

The following principles form the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning
- Simple to use and understand
- Assessment is able to be accessed by all pupils
- Underpinned by a knowledge of the curriculum
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing.

3. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to and has been informed by:

- EEF report - Assessing and monitoring pupil progress
- Assessment without levels - DFE report
- 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](#)

This policy complies with our funding agreement and articles of association.

4. Assessment approaches

At Messing Primary School we see assessment as an integral part of teaching and learning, and it is linked to our curriculum.

We use 3 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 or develop further.

Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment is used to:

- Assess knowledge, skills and understanding
- Identify gaps and misconceptions
- Engage pupils in reflecting on their own assessments.

As Messing Primary School we use a wide range of formative assessment techniques including, but not limited to, marking and feedback, questioning, regular short recap quizzes, self and peer-assessment and observations.

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, topic or term, and the impact of their own teaching.

Pupils to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve.

Parents/carers to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessment is used to:

- Provide useful information for improving future learning
- Demonstrate improvement over a longer period of time
- Standardise and validate outcomes.

As Messing Primary School we use a wide range of summative assessment materials including, but not limited to, Accelerated Reader (Key Stage 2), Twinkl Phonics Assessments (Reception/ Key Stage 1), WhiteRose end of unit papers and end of topic tests and specific assessments or reviews for pupils with special educational needs or disabilities (SEND).

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/carers to understand how pupils are performing in comparison with pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (KS2) (Year 6)

5. Assessing the impact of our wider curriculum

As a school, we have been developing our assessment systems in the foundation subjects. Teachers are expected to know if their pupils have learnt what has been taught and to what extent. All teachers are expected to understand the core skills and knowledge for the units they teach, to be able to articulate the school's vision for that subject and to know how that unit builds on or fits into the wider curriculum for a subject. Teachers already monitor the impact (what pupils know) in a variety of ways such as looking at pupils' work in books on a regular basis and providing feedback and through regular insightful questions and conversations in class. They provide low stakes quizzes to assess pupil understanding.

6. Collecting and using data

The teachers at Messing Primary School record summative assessment data in a range of ways as appropriate to each specific curriculum area. The assessment data is used by the teachers, subject leaders and Headteacher. It can be shared with children and parents/ carers if it is deemed purposeful to progress in their learning. The school is always mindful of childrens' mental health and wellbeing and therefore this is considered before sharing any results.

Data may be uploaded onto the school's assessment system to allow for analysis and to identify patterns. Measures are taken to ensure that the data recorded is valuable and avoids adding unnecessarily to teachers' workload.

7. Reporting to parents/carers

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from their child's class teacher. We endeavour to communicate well through newsletters, termly curriculum overviews, homework tasks (where appropriate), reading journals, reports, share and learn sessions, parental workshops and class pages on the website.

Parents have regular opportunities to discuss their child's progress with teachers. Formal parents evenings are held in the Autumn and Spring terms. A full report is sent to parents at the end of the year in the Summer term. This report will provide information about the child's performance in all National Curriculum subjects. In Year 1 it will include details of the phonic screening check; in Year 4 it will include detailed of the Multiplication Tables Check and in Year 6, it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG. The end of year report also includes information about attendance.

8. Inclusion

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

Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

At Messing Primary School we use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. Teachers and the SENDCo meet with parents termly to review a pupil's One Plan and assess progress against the identified targets set. Pupil voice is always captured and taken into account to ensure every pupil has ownership and engagement with their learning.

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.

9. Training

Teachers at Messing Primary School receive appropriate training and opportunities to moderate and assess children's work alongside colleagues from schools within the Consortium. It is recognised that it is vital to ensure good understanding of assessment and assessment practice among all teachers.

10. Roles and responsibilities

10.1 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 school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this 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 arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points.
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately.

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback.
- Creating and sharing clear mark schemes for the purposes of moderation.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

11. Monitoring

This policy will be reviewed every 2 years, or in line with major changes within the intended curriculum or statutory assessments. 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 will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings
- Pupil voice.