Abbot's Hall Primary School

Assessment Policy

June 2026

Be the best that you can be.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aims

We aim to:

- Use both formative and summative assessment effectively to support learning
- Have a consistent approach to assessment throughout the school
- Identify the needs of individual pupils
- Provide feedback to pupils to enable them to improve
- Enable pupils to recognise their own achievements
- Monitor the progress of pupils throughout the school
- Make assessment an integral part of the planning, teaching and learning cycle
- Inform parents of their child's progress
- Provide and analyse data for school improvement and progress
- Provide information on pupils transferring to new schools

Organisation

Assessment, no matter what form it takes, is an integral part of all that we do in the process of teaching and learning. A range of assessment activities are used to enable pupils to demonstrate a variety of skills and to cater for different learning styles. At Abbot's Hall school, we have a strong focus on continual assessment for all pupils. Assessment takes place in many different ways throughout the school day, term and year including:

- Use of marking and feedback symbols, post it notes and annotations on planning
- Short term plans (weekly or daily) contain a learning objective which pupils are assessed against within the lesson or through feedback and marking
- Medium term topic plans in each subject identify key learning objectives from the National Curriculum or the EYFS curriculum. Pupils are assessed against these.
- Next step targets are set in Reading, Writing and Maths and are monitored carefully through questioning, observations and marking.
- In Reception, assessment is ongoing throughout all areas of learning and recorded in each individual pupil's My Learning Journey through Tapestry.

What form do our assessments take?

Formative Assessment:

This is the ongoing assessment carried out by teachers both formally and informally during teaching. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Formative assessments have an instant impact on future planning. Results and observations are recorded on planning, on post it notes or in pupil books. Formative assessment is delivered by:

- Matching explicit learning objectives to tasks provided
- Sharing/creating success criteria with pupils
- Effective questioning
- Involving pupils in self-evaluation

- Using oral and written feedback effectively

Summative Assessment:
These occur at defined periods of the academic year, such as pre-determined SATs tests. Summative tests help teachers in making "best fit" assessments and are also of use in determining the overall achievement for all subjects.

Other forms of summative assessment are:

- Reception Baseline Assessment (RBA) on-entry and at the end of Foundation Stage Profile/My Learning Journey
- SATs – Year 2 and Year 6
- Language Links in Foundation Stage and Year 1
- Phonics Screening Check in Year 1 and retest in Year 2 where applicable
- Year 4 multiplication check
- Termly NFER reading assessments in Years 1, 3, 4 and 5
- Termly NFER maths assessments Years 1, 3, 4 and 5

SATs
Children in year 6 will sit SATs tests in the summer term. The guidance and specific information about these tests is released annually from the DfE which we follow. Year 2 sit optional SATS in accordance with the Children's Endeavour Trust policy with the final assessment based on teacher assessment. Year 6 have specific SATs tests for reading, SPAG and maths and class teachers gather a portfolio of writing throughout the year as evidence for their final level. Year 6 SATs data is reported to the DfE. Although children will have the opportunity to see examples and practise elements of the SATs test, we do not 'teach to the test'. We continue to develop children's learning and skills throughout the year and embed their learning in a variety of activities, subjects and contexts to develop them as a well-rounded learner.

How do we record our assessments?
Teachers use Arbor assessment to review pupil's progress, set appropriate targets for the future and to form the basis of reports. In order to summarise all evidence of achievement, a record is kept of each child's attainment and progress in the core National Curriculum subjects and Foundation subjects. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class, or moves with them to the next phase of their education.
Other examples of assessment recording systems include:

- Transfer pack for teachers
- Foundation Stage Profile/My Learning Journey/Baseline Data/Tapestry
- Informal teacher notes – on planning, feedback book, post it notes etc.
- Analysis of data as reported to Governors
- Marking and feedback symbols
- Phonics Screening Information
- Y4 multiplication check

Evidence of assessment will be found on planning, assessment grids, informal teacher notes and marking in books, following the marking and feedback policy.

Pupil Progress

Each half term, Phase Development meetings are held. For each meeting, teachers complete and bring along pupil attainment and progress information in reading, writing and maths. Pupil premium and SEND children are identified and class teachers can bring evidence, e.g. examples of learning, to demonstrate the progress the children are making.

During the meeting, ideas and intervention strategies are shared by all members of staff as ideas for supporting the children identified and discussed to continue making their expected progress.

Concerns about a child's attainment and progress will be shared and discussed with the child's parents/carers throughout the year.

Pupil Progress meetings, discussions attainment and progress, are held with year group teachers, the SENCo, Phase Leaders and the Headteacher at the start of each term.

Pre-Key Stage standards

Pre-key Stage Standards are for SEND children who are working below the overall standard of the National Curriculum tests and teacher assessment frameworks.

** Judgements made against these standards are not directly comparable to those made in previous years against the interim pre-key stage standards and P scales.

Guidance for teachers in using and reporting the pre-key stages can be found in the following two Standards & Testing Agency documents:

Key Stage 1
https://www.gov.uk/government/publications/pre-key-stage-1-standards

Key Stage 2
https://www.gov.uk/government/publications/pre-key-stage-2-standards

Throughout the year, teachers use the documents to track children's progress and ensure small step targets are set for the following term based on gaps identified. At the end of the year, a final judgement is then made for which standard the child has shown they can achieve independently.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- Targets for the children

Parents are informed about their child's progress and attainment each term. In the autumn and spring term, teachers discuss the child's progress and share targets with the parents. Parents are given a record card with their child's attainment levels for reading, writing and maths. Foundation Stage children, teachers and parents complete a My Learning Journey profile page together. In the summer term the parents have the opportunity to discuss their child's report. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

An annual written report to parents is sent at the end of the academic year. Progress is reported to cover all curriculum subjects but in terms of learning areas. In English and Mathematics, next targets are set. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations.

Phonics screening information is sent to parents to inform them of their child's outcome of the test in Y1 and then again in Y2 if they have re-sat the test.

Parents of children on the SEND Register are invited to attend regular reviews of SEN Support plans with the child and the class teacher. The SENCO may also be involved in these meetings. For the parents of children, where there are concerns about their progress or attainment, who have a Personalised Opportunity Plan (POPs) are also invited to half termly meetings to review their targets (although these children are not on the SEN register).

Summative data reports are shared with the governors termly for their scrutiny in the Curriculum Committee meetings.

Summative data is shared with the Children's Endeavour Trust at the end of each year.

Summative data is shared with the CET School Improvement Headteacher on a termly basis to provide the basis for discussions around support and challenge.

Standardisation and Moderation

The processes of standardisation and moderation are an essential part of the assessment system. Teachers are involved in both processes to ensure the agreement on criteria for the varying levels and agreement on the levels assigned to individual pupils and their work in the following ways;

- With colleagues in school using assessment grids and evidence of work
- Subject leaders conduct work scrutiny, planning scrutiny and pupil perception interviews
- Cross school / Trust moderation events

Early Years and Year 6 teachers are involved in SATs County moderation on a 4-year cycle.

Equal opportunities and Inclusion

A broad and balanced education is the entitlement of all pupils regardless of ethnic origin, gender, class, aptitude or ability. We will provide learning, assessment and experiences that are matched to the needs of all pupils. Equal opportunities and inclusion are reflected in planning documents, where pupils are recognised as individuals and their particular needs are identified.

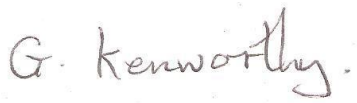
Monitoring and review

This policy is monitored by the Headteacher, SLT and the Governing Body. It will be reviewed annually.

Linked Policies

Marking and Feedback Policy

Signed:  **Position:** Headteacher **Date: June 2026**

Signed:  **Position:** Chair of Governors **Date: June 2026**