



METHERINGHAM PRIMARY SCHOOL

Policies, Procedures, Regulations and Guidance

Document Title:	Assessment policy	
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Approved by:	Full Governors	
Version Control Table <i>[To be updated as required]</i>		
Version Number	Date Authorised	Summary of Key Changes
1		Update to testing schedule (to include phonics and Y4 times table check) Removal of assessments on topic covers Update to assessments in other subjects
2		Update IDL spelling assessment schedule Updated Children identified as SEND and working below their year group expectations



1. Introduction

At Metherringham Primary School, assessment is integral to learning and teaching. This policy outlines the purpose, nature and management of assessment in our school. The implementation of this policy is the responsibility of all staff.

2. The Nature and Purpose of Assessment

The role of assessment is to:

- Support learning
- Identify children's knowledge, skills and progress
- Provide the basis for action to support further learning
- Give stakeholders information about progress and standards

Assessment should be:

- both formative and summative
- manageable and meaningful
- clear and precise

It is important for the teacher to know what has been remembered, what skills have been acquired, and which concepts have been understood. This enables teachers to reflect on what children are learning and informs future planning. Such attainment needs to be compared with the child's previous attainment and also against the cohort as a whole and against Local Authority and National data, where applicable.

Our assessments will provide information for

- All teaching staff to help them plan and gain informed views of children's progress;
- Parents and carers to show progression and/or early identification of concerns;
- Outside agencies and stakeholders to provide evidence of progress and/or attainment for all children;
- Grouping children and identifying the needs of children;
- The Special Needs and Disabilities Coordinator to provide evidence of progress and/or attainment to inform or support the level/type of additional support needed by children;
- Other schools to gain an indication of the achievements of individual children and/or year groups as they move between schools.

3. Feedback to parents

This will involve:

- A school report sent out in July. This will report on children's progress in subjects across the curriculum.
- Children in Year 2 will have their end of Key Stage teacher assessments in reading; writing; mathematics; and science reported to parents in July.
- Children in Year 6 will have their SATS results in reading; spelling, punctuation and grammar; and mathematics reported to parents in July, as well as a teacher assessment in writing and science.
- A summary of children's achievements in the Foundation Stage will be shared with parents in the form of Early Years Foundation Stage Profile.
- Parents' consultation evenings in Term 1 and 3, as well as an optional parents' consultation following the written report in Term 6, will give parents an opportunity to discuss their child's progress with the teacher.

Assessment Evidence

A range of evidence is kept in the form of...

- Children's learning books and folders
- Class and year group assessment records for reading, writing, SPAG, maths and science (managed through the class teachers spreadsheet/mark book and Insight Tracking system)
- Teachers' notes of observations-where relevant
- Annual reports
- Foundation stage profiles (managed using Seesaw and Insight Tracking)

Use of Tests and Written Assessments

Results from tests and independent learning tasks are used in conjunction with assessment for learning strategies to inform the teacher of a child's progress. Test data (in the form of a percentage for all year groups and a scaled score for Y2 and Y6) is recorded on Insight Tracking 3 times a year. Teacher assessments are also recorded on Insight Tracker 3 times a year.

End of Unit Quizzes and/or Independent Activities

These will be used in all year groups throughout the year, as needed, to supplement other assessment outcomes.

Testing schedule

September

- EYFS Baseline assessments
- Y6 Baseline assessments – previous year's SATs paper
- For all year groups, predictions will be made using the end of the previous year's data

End of Autumn (Approximately Dec)/ End of Spring (Approximately Mar)/ End of Summer (Approximately June)

- Assessments as outlined in the table below

	Reading	Writing	Maths
Year 1	Autumn/Spring - Book bands – in line with ELS phonics scheme Summer – NFER test paper	Teacher assessment based on the end of year expectations (below, working towards, on-track, expected) NB: evidence must be seen across a range of writing genres before a final assessment can be made, therefore ‘on-track’ is used to identify children who are showing the standard but insufficient evidence is available due to the time in the academic year	White Rose termly assessments Content that has been taught so far
Year 2	End of KS1 old SATs paper – content from the full programme of study		End of KS1 old SATs paper – content from the full programme of study Summer – Optional SATs paper
Year 3	NFER test paper		White Rose termly assessments Content that has been taught so far
Year 4			
Year 5			
Year 6	End of KS2 old SATs paper – content from the full programme of study		End of KS2 old SATs paper – content from the full programme of study Summer – SATs test

IDL testing schedule

September (baseline) and the end of each big term

- IDL - assessment of spelling age (for all children)

Phonics testing schedule

September

- Prediction

Spring

- Practice test

June

- Phonics screening

Year 4 Times tables Check

- Termly checks using Times Table Rockstars (TTR)

June

- Times table check

Children new to Metheringham Primary School

Assessment information will be gathered informally during the first few weeks of a child's first term in school. After approximately 3 weeks, a formal assessment in reading, maths and SPAG will be carried out (the test that was last completed by the rest of the cohort) to establish a percentage/scaled score. A teacher assessment will be made in writing. This will be added to Insight on the previous term, making it comparable to the rest of the cohort. A question level analysis will be carried out by the teacher to establish strengths and gaps in knowledge/skills.

Children who are identified as SEND and who are working below their current year group

Children who are identified as having SEND and who are unable to access the curriculum content for their current year group, either in day-to-day classroom learning or within a formal assessment situation, may be assessed as working below age-related expectations. In these circumstances, pupils will complete assessments that align with the year group or level which best reflects the learning they are currently accessing. This ensures that assessment outcomes accurately represent each child's progress and attainment and support appropriate next steps in learning.

Data Management and the use of the School's Tracking System.

All teachers record their assessments on the electronic tracking system known as Insight Tracking. Assessments are entered to indicate to what extent a child has demonstrated achievement of their year group objectives in a variety of contexts and activity types. This record is accessible at all times so teachers can use it to identify and act on children's particular areas of development or challenge. There are a number of facilities on Insight Tracking which allow teachers to check and analyse progress, coverage and attainment to inform planning and to ensure that appropriate provision is in place for all children. Data entry is completed after each assessment period.

4. Types of Assessments

Our assessments take two forms, both of which are incorporated into the planning process.

a) Assessment for Learning (known also as AFL and Formative Assessment)

This type of assessment is on-going assessment and is achieved through observation of and dialogue with children when they are undertaking a variety of learning activities in a range of contexts.

Formative Assessment- On-going Assessment which establishes what the child can do on a day-to-day basis:

Strategy	Purpose
Planning	Ensures clear learning intentions are in place and lesson content suits the needs of the children. The use of additional support is identified.
Questions	Ensures that children are given opportunities to share their thinking and understanding of what is being taught.
Sharing Learning objectives ('Know its') and Success Criteria	Ensures children are focused on the purpose of the task, children can then comment on their own learning.
Pupil self- and peer-assessment	Empowers children to realise their own strengths and learning needs and to have control over future targets, provides teacher with more assessment information from the child's perspective.
Marking & Feedback (refer to Feedback policy)	Tracks progress diagnostically, informs child of successes and weaknesses and provides clear next steps/ targets for improvement.

Planned and Focused observations in the Early Years	Observations of the children learning through play are both spontaneous and planned in order to assess children's age and stage of development. This is on-going and all observations are recorded using photographs or videos and a write up onto Tapestry.
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On-going assessments

Assessments	Strategy/Purpose	Key Stage / Year group
Foundation Stage Profile FSP	On-going evidence collection for FSP	FS
Reading	Book banding. Children's reading is assessed at intervals agreed by team leaders throughout the year. This is recorded on Insight Tracking.	All year groups
All subjects	Assessment for Learning strategies used to inform future planning.	All year groups

Moderation and Support

Ensuring consistency of teacher assessments throughout the school is very important. Planning teams work together to discuss teacher assessments and to advise and support where necessary. Moderation of assessment procedures takes place to ensure accurate assessments are made throughout the school. To support consistent assessment and to show how standards are being maintained, children's learning in the core areas are shared at moderation meetings held during each school year. Opportunities for staff to attend external moderation are also provided across the year, particularly for staff new to a year group/KS.

b) Summative Assessment – Assessment which establishes what a child can do at that time:

Strategy	Purpose
End of Key Stage statutory assessment	To enable pupil and school performance to be compared, so that standards can be identified, and targets set for improvement.
Recorded Teacher Assessment <i>Using Insight Tracking</i> gained through evidence from a range of verbal, practical and written learning tasks and tests.	Teacher Assessments of pupils in Reading, Writing and Mathematics are recorded at the end of each assessment period each term and shared with Senior Leaders and governors three times a year. They form the basis of discussion about standards and progress. Discussion takes into account how much of the curriculum has been covered for each year group at that point in time and how teachers are using recorded assessments to inform planning and to ensure that children's needs are being appropriately met. The child's progress; including next steps of learning are shared with parents at consultation evenings in the autumn and spring and reported to parents formally in writing on the end of year report.
Reading Book banding	To assess where children are in their reading (fluency) ability.
Unaided writing	To track progress of each child's writing in order to identify areas to improve and show how standards are being maintained. Children's writing is shared at writing moderation meetings held during each school year.

School's own baseline/ Reception baseline	To establish the child's ability through child-initiated activities at the beginning of their reception year and subsequently throughout the year. Schools measure pupils' progress towards the early learning goals using development matters stages. Pupils are expected to reach a 'Good Level of Development' by the end of the Foundation Stage
Foundation Stage Profile	On-going observations inform progress towards the Development Matters Statements and the Early Learning Goals. A Profile Summary is completed at the end of the year and is reported to parents and the LA. Pupils are expected to reach a 'Good Level of Development' by the end of the Foundation Stage.

Assessment of subjects other than Maths and English.

Assessment is done informally by the teacher through observation, looking at children's learning and discussion. End of unit quizzes, where questions link directly to the key objectives/knowledge in the long-term plans, are completed at the end of a unit. An overall judgement (Below, WTS, EXS) is made and then transferred to Insight Tracking. In science, key objectives are also highlighted to show the level of understanding. Assessments made are used to inform planning and to know the next steps needed for children to continue making progress in their learning. Subject leaders use this information to gain a greater understanding of attainment and progress in their subject.

Review

This policy will be reviewed when necessary but no later than January 2027.