



HUGHENDEN PRIMARY SCHOOL

Assessment Policy 2025

To be reviewed in line with the school's policy schedule

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- assessment is inclusive of all abilities.
- assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.
- a range of assessments are used including Day to Day In-School Formative Assessment, In School Summative Assessment and Nationally Standardised Summative Assessment.

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:

- 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

Delivery

At Hughenden Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment:

- Day to Day in School Formative Assessment
- In-School Summative Assessment
- Nationally Standardised Summative Assessments

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

This is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

Through Day-to Day In-School Formative Assessment, we will:

- Support children in measuring their knowledge and understanding against learning objectives and identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations.

Day to Day Formative Assessment includes:

- Question and answer during class
- Marking of pupil's work
- Observational assessment
- Regular short re-cap questions
- Scanning work for pupil attainment and development
- Independent work completed, including challenges

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 or period, and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course 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

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 (KS) 2 (year 6)

Formal Assessment Cycle

Children are more formally assessed at key points during the school year. Writing is assessed over time with the end of year judgement shared on school reports.

	Autumn Term	Spring Term	Summer Term
Hoppers		Ongoing Early Years Foundation Stage Framework	Ongoing Early Years Foundation Stage Framework
Foundation	Baseline Assessments	Ongoing Early Years Foundation Stage Framework	Early Years Foundation Stage Framework
Year 1	EYFS to Year 1 Transition Term	NFER Reding NFER Maths	NFER Reding NFER Maths Phonic Screening Check (June)
Year 2	NFER Reding NFER Maths	NFER Reding NFER Maths	SATs Papers (May) And Teacher Assessment
Year 3	NFER Reding NFER Maths	NFER Reding NFER Maths	NFER Reding NFER Maths
Year 4	NFER Reding NFER Maths	NFER Reding NFER Maths	NFER Reding NFER Maths Multiplication Check (June)
Year 5	NFER Reding NFER Maths	NFER Reding NFER Maths	NFER Reding NFER Maths
Year 6	Mock SATs Papers	Mock SATs Papers	SATs Papers (May) and Teacher Assessment

The assessments highlighted in bold are statutory. All of these statutory results are shared with parents once the information is released. End of Key Stage assessments are analysed against local and national results and we use this analysis to raise our standards and expectations further and to highlight any areas that may need particular attention within our curriculum provision.

NFER tests are used for reading and mathematics from Y1 to Y5. These tests provide us with a standardised score to show if a child is on track to meet National Curriculum expectations for their age range. The NFER assessments only form part of the overall judgement made by class teachers. Daily class work and performance in lessons is also taken into account.

Ensuring full inclusive approach to assessment

Assessment needs to be holistic and includes those with SEN and Disabilities. High expectations should apply equally to pupils with SEN and Disabilities as to all other pupils. For many pupils with SEN and disabilities effort applied to learning is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations.

For pupils working below national expected levels of attainment assessment arrangements must consider progress relative to starting points and take this into account, alongside the nature of pupils' learning difficulties.

Assessment should contribute to early and accurate identification of children's special educational needs and any requirements for support and intervention. Teachers, SENDCo and SLT should draw on any formative and summative assessment, the views of pupils and parents and, where relevant, information from external specialists.

Hughenden Primary School's actions:

- Continuous formative assessment identifying children of concern.
- SEND assessment for those children working below their chronological national curriculum phase
- Intervention for those children
- SENDCo intervention
- External information from specialist agencies.
- SEN logs of intervention and their impacts.

Reporting to Parents

Through the academic year, we provide two scheduled opportunities for parents or carers to discuss their child's progress with their teacher. If a child is on the SEND register, the parents or carer of these pupils also meet with the Inclusion Manager on a termly basis.

If issues or concerns arise at other points through the academic year, meetings are scheduled as and when required.

At the end of the summer term, parents receive a written report on their child's progress for the academic year.

These reports outline:

- General Progress
- Brief particulars of achievements, highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance record
- The results of any national curriculum assessments taken by the pupil