Hightown Primary School

At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.

Assessment policy

Policy date:	September 2026
Link school staff:	SLT
Link governor:	Kay Brennan
Next review date	September 2027

Aims

The aim of this policy is to provide a high-quality consistent approach to assessment throughout the school in order to:

- make clear and accurate formative and summative assessments of children's work;
- enable challenging yet achievable target setting that reflects the needs of individual children;
- facilitate effective tracking of pupils' progress and attainment at class teacher and whole school level, which impacts directly - and with relevance - on subsequent planning and targeted pupil intervention;
- accurately set children targets for future improvement; and
- accurately inform parents and carers of their children's progress and attainment.

Roles and Responsibilities

Teachers:

- ensure work is accurately and developmentally marked in accordance with the marking policy;
- implement the required period summative assessment in
    - Reading and Mathematics;
- use both formative assessment and summative assessments to make accurate judgements against children's year group expectations in line with the National Curriculum 2014 on an ongoing basis.
- Teachers come prepared to Pupil Progress Meetings and actively engage, knowing their data, curriculum and children
- actively engage the children in the process of assessment through frequent self and peer-assessment opportunities in line with the school's self and peer assessment procedures;
- make a final summative judgement against the school's assessment scale in time for reporting to parents in the summer term; and
- use both summative and formative judgements to enable children to make the next steps in their learning, not simply to label achievement.

Senior Leadership Team:

- ensure that the assessment policy is implemented across school through work scrutiny and through ongoing CPD of both existing and newly appointed staff members; and
- use classroom teachers' formative and summative assessments to set challenging but achievable pupil progress targets for subsequent years and also to inform teachers' own appraisal targets;

Policy.

Formative Assessment:

Formative Assessment makes up majority of assessment at Hightown Junior Infant and Nursery School. For the purposes of this policy, *Formative Assessment* refers to ongoing daily assessment of children's work and ability made by teachers and support staff through regular and effective feedback (verbal or written); through ongoing pupil dialogue; through observing children work and play; and through small group reading, writing and mathematics sessions. It is made as part of an ongoing teaching and learning cycle which aims to provide children with the best possible opportunity to be successful in school.

Formative assessment draws upon a wide spectrum of work drawn from across the curriculum which goes hand-in-hand with class and small group teaching in accordance with the school's teaching and learning policy. This body of work - and the subsequent teacher judgement - is used to make a fully informed Summative Assessment of children in reading, writing and mathematics at five equidistant points in the academic year.

Formative assessment data is collected at five points through the year. These points are equally spread out through the year and are usually spaced at six to seven weeks intervals and form part of the monitoring programme of the quality of teaching and learning. The school leadership team is mindful of potential workload issues relating to the collection of data and has radically simplified the process so that teachers only need to enter the minimum amount of data.

Summative Assessment

The ultimate goal of Summative Assessment is to evaluate a learner's progress at the end of each period of learning by comparing it to a standard or benchmark. At Hightown Junior Infant and Nursery School, each child is assessed against each year group's own expected standards in reading, writing and maths, as derived from the National Curriculum for England and Wales, 2014 (appendices 4.2, 4.3, 4.3). Class teachers draw on all these experiences to make judgements as to whether children are:

- working below the year group expectations in English and Mathematics (B);
- working towards the year group expectations in English and Mathematics (W);
- working at the year group expectations in English and Mathematics (N); or
- working at greater depth within the year group expectations (GD).

Teachers record each child's progress using the above criteria. In addition to this, teachers in year one to six, use additional formal and standardised testing materials to support teacher judgement:

- PiRA assessment tests administered three times a year (Autumn, Spring and Summer).
- PUMA assessment tests administered three times a year (Autumn, Spring and Summer).

End of Key Stage Assessment

Teachers in Year 2 and Year 6 administer the end of key stage 1 and key stage 2 SATs each May. This is a national requirement and provides a scaled score that allows comparison across other primary schools by governors. In Year 2, these tests are used to inform the teacher assessment made by the class teachers. Each child – in addition to their end of key stage test scores – receives a level between B and A which draws on all types of teacher assessment and make their attainment comparable with

children in other year groups. At the end of Key Stage 2, children are also be assessed against the wider areas of the curriculum.

In order to ensure a consistency of assessment, formative assessment decisions are moderated at a year group level, at a whole school level, at a SLT level and through regular and scheduled moderation meetings across other primary schools.

Other statutory assessment

- EYFS (EYFS)
- Phonics (Y1)
- Times table test (Y4)

Foundation Stage Assessment

In Foundation Stage, the children are assessed throughout the year during their work and their play across seven areas of learning as prescribed in the statutory framework for the early years and foundation stage. Teachers currently utilise Early Essence software to collect evidence across the following seven areas: communication and language, physical development, personal social and emotional, literacy, mathematics, understanding the world and expressive arts and design. Children are assessed in their final term by teachers as: at expected levels of development; exceeding expected levels of development; or as not yet reaching expected levels of development (referred to as emerging).

Moderation:

Accuracy of teacher judgements is key to the assessment process. Moderation is an important element of ensuring the accuracy of teacher judgements.

- Moderation within school
    - There are regular opportunities within school to moderate pieces of work. This will be a collaborative process amongst staff. Samples of moderated work will be kept for reference.
- Moderation across schools in the Spenborough Cooperative Trust
    - There are regular opportunities for staff to work collaboratively with colleagues across the SCT. These opportunities are identified on the SCT calendar of events. School participates fully in these events.
- External statutory moderation. Records are kept of these visits and any learning points are put into action.
    - EYFS – moderation of EoY judgements
    - Y2 – moderation of writing judgement
    - Y6 – moderation of writing judgement