

Assessment Policy

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Change History

Version	Date	Description
2	Dec 2022	Updated to include recent changes to formative assessment (flashbacks at the beginning of every lesson)

Linked Policies	Adaptive Teaching Toolkit Marking and Feedback policy Curriculum Policy Teaching and Learning Policy
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Signatures:

Headteacher:



FRANCES BUCK

Chair of Governors:



SUSAN R. SIM

Assessment Policy

At Inkpen Primary School, we believe that assessment is at the heart of all teaching and learning, providing evidence to guide our teaching, and the opportunity for pupils to demonstrate and review their progress. It also helps teachers to identify pupils who may have difficulties and ensure that they then receive appropriate support.

The Aims and Objectives of this policy are to:

- raise the standards of achievement throughout the school
- maintain accurate records of the progress and attainment of individual pupils and cohorts
- ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- enable the active involvement of pupils in their own learning
- enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of the individual pupils
- provide regular information for parents that enable them to support their child's learning
- provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

At Inkpen Primary School, we use a combination of formative and summative assessment for all pupils as outlined below:

Formative assessment (Assessment for Learning) is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve it. All of our lessons begin with a "Flashback" in which prior learning is checked and misconceptions are identified. These are then addressed either prior to new learning, alongside new learning or both. This "spaced retrieval" is timetabled carefully to ensure that children revisit learning at the most appropriate pace and time.

Formative Assessment is used to:

- assess knowledge, skills and understanding, and to identify gaps and misconceptions
- inform teachers of a child's next steps in learning to support planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group or individual
- track a child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning, in order to improve
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support

Formative Assessment Strategies could include:

- sharing success criteria
- self and peer evaluation

- feedback, both written and verbal, within and after lessons (further information is included below and in our “Marking and Feedback” policy)
- effective questioning
- prior learning quiz
- recap and remember sessions
- low stakes tests at the beginning and end of lessons
- regular reading to ensure children are on the correct book band
- paired quizzing using Knowledge Organisers
- whole class quizzing using Knowledge Organisers

Feedback

Feedback should provide valuable guidance to learners in order to help them improve their knowledge, understanding and skills. It should also help children know more and remember more. Feedback should:

- motivate the children to want to improve their work
- focus on the learning outcome for the lesson
- allow a child to practise a particular skill or piece of knowledge
- give clear next steps for how children can improve
- take place throughout the learning process
- be written or verbal
- be manageable for the teacher and the learner

Summative Assessment (Assessment of Learning) is important for informing both parents and teachers of a pupil’s attainment and progress. This will inform whole school target setting and prediction of a cohort’s future attainment.

Summative Assessments:

- provide age standardised data, to inform teaching and learning
- provide data to show progress
- provide end of key stage test data, against which the school will be judged, which is shared with parents
- ensure statutory assessments at the end of EYFS, Y1, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build on in the future

Summative Assessment timetable			
Year group	Subject	Timings	Information
FS 2	Statutory Baseline Assessment	On entry	Children will be assessed within their first 6 weeks at school using the Statutory Assessment resources. These results are reported to the DfE.
	Phonics	Once every half term	Children will be assessed against the phonemes they have been taught through our Monster Phonics scheme. The results are used to inform planning and groupings.
	Writing	Once every half term	Children will write independently in their “Mighty Write” books. This piece will be assessed using the National Curriculum objectives and used to inform future planning and teaching.

	Prime and Specific Areas of Learning	At the end of every "long" term:	Children are assessed using our "Progression in Reception" document through frequent written observations and their written work. They will be deemed to be "Working towards" (EME) or "Working at" (EXP) age related expectations. This is reported to the DfE at the end of the academic year.
	Maths	Once a year in June	Children are assessed using the PUMA test. The results are used to inform Year 1 teachers and will also form part of teacher's end FS assessment.
Year 1	Phonics	Once every half term	Children will be assessed against the phonemes they have been taught through our Monster Phonics scheme. The results are used to inform planning and groupings.
	Phonics	June	Children in Year 1 are required to take the Phonics Screening Check. This is a statutory assessment and results are reported to the DfE as well as being shared with parents at the end of the academic year in their child's report. Children who do not achieve the expected standard are required to take the check again in Year 2.
	Writing	Once every half term	Children will write independently in their "Mighty Write" books. This piece will be assessed using the National Curriculum objectives and used to inform future planning and teaching.
	Maths	At the end of every "long" term	Children are assessed using the PUMA test. The results will be used to inform planning and groupings for the next term. Children will also be given a maths age and a standardised score which is used to measure progress throughout the year.
	Reading	At the end of every "long" term	Children will be assessed using the "Salford" and NFER reading assessments. Results will be used to ascertain a reading age which is used to measure progress throughout the year.
	Spelling	At the end of every "long" term	Children will be assessed using the "Hodder" spelling assessments. Results will be used to ascertain a spelling age which is used to measure progress throughout the year.
	All subjects	At the end of each academic year	Teachers will use the children's work and measure this against the National Curriculum objectives. Children will be deemed to be "Working towards" (WTS) or "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS)
	Year 2	Phonics	Once every half term
Phonics		June	Children who did not achieve the expected standard in the Phonics Screening Check in Year 1, are required to take the check again in Year 2.

	Writing	Once every half term	Children will write independently in their "Mighty Write" books. This piece will be assessed using the National Curriculum objectives and used to inform future planning and teaching.
	Maths	At the end of every "long" term	Children are assessed using the PUMA test. The results will be used to inform planning and groupings for the next term. Children will also be given a maths age and a standardised score which is used to measure progress throughout the year.
	Reading	At the end of every "long" term	Children will be assessed using the "Salford" and NFER reading assessments. Results will be used to ascertain a reading age which is used to measure progress throughout the year.
	Spelling	At the end of every "long" term	Children will be assessed using the "Hodder" spelling assessments. Results will be used to ascertain a spelling age which is used to measure progress throughout the year.
	All subjects	At the end of each academic year	Teachers will use the children's work and measure this against the National Curriculum objectives. Children will be deemed to be "Working towards" (WTS) or "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS)
Year 3	Writing	Once every half term	Children will write independently in their "Mighty Write" books. This piece will be assessed using the National Curriculum objectives and used to inform future planning and teaching.
	Maths	At the end of every "long" term	Children are assessed using the PUMA test. The results will be used to inform planning and groupings for the next term. Children will also be given a maths age and a standardised score which is used to measure progress throughout the year.
	Reading	At the end of every "long" term	Children will be assessed using the "NFER" reading assessments. Results will be used to ascertain a reading age which is used to measure progress throughout the year. Some children may also be assessed using the Salford reading assessment.
	Spelling	At the end of every "long" term	Children will be assessed using the "Hodder" spelling assessments. Results will be used to ascertain a spelling age which is used to measure progress throughout the year.
	All subjects	At the end of each academic year	Teachers will use the children's work and measure this against the National Curriculum objectives. Children will be deemed to be "Working towards" (WTS) or "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS)
Year 4	Writing	Once every half term	Children will write independently in their "Mighty Write" books. This piece will be assessed using the National Curriculum objectives and used to inform future planning and teaching.
	Maths	At the end of	Children are assessed using the PUMA test.

		every "long" term	The results will be used to inform planning and groupings for the next term. Children will also be given a maths age and a standardised score which is used to measure progress throughout the year.
	Times Tables	June	Children in Year 4 are required to sit the Multiplication Times Table Check. This is a statutory assessment and results are sent to the DfE as well as being reported to parents at the end of the academic year as part of their report.
	Reading	At the end of every "long" term	Children will be assessed using the NFER reading assessments. Results will be used to ascertain a reading age which is used to measure progress throughout the year. Some children may also be assessed using the Salford reading assessment.
	Spelling	At the end of every "long" term	Children will be assessed using the "Hodder" spelling assessments. Results will be used to ascertain a spelling age which is used to measure progress throughout the year.
	All subjects	At the end of each academic year	Teachers will use the children's work and measure this against the National Curriculum objectives. Children will be deemed to be "Working towards" (WTS) or "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS)
Year 5	Writing	Once every half term	Children will write independently in their "Mighty Write" books. This piece will be assessed using the National Curriculum objectives and used to inform future planning and teaching.
	Maths	At the end of every "long" term	Children are assessed using the PUMA test. The results will be used to inform planning and groupings for the next term. Children will also be given a maths age and a standardised score which is used to measure progress throughout the year.
	Reading	At the end of every "long" term	Children will be assessed using the NFER reading assessments. Results will be used to ascertain a reading age which is used to measure progress throughout the year. Some children may also be assessed using the Salford reading assessment.
	Spelling	At the end of every "long" term	Children will be assessed using the "Hodder" spelling assessments. Results will be used to ascertain a spelling age which is used to measure progress throughout the year.
	All subjects	At the end of each academic year	Teachers will use the children's work and measure this against the National Curriculum objectives. Children will be deemed to be "Working towards" (WTS) or "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS)
Year 6	Writing	Once every half term	Children will write independently in their "Mighty Write" books. This piece will be assessed using the National Curriculum objectives and used to

			inform future planning and teaching.
	Maths	At the end of every "long" term	Children are assessed using the PUMA test. The results will be used to inform planning and groupings for the next term. Children will also be given a maths age and a standardised score which is used to measure progress throughout the year.
	Reading	At the end of every "long" term	Children will be assessed using the NFER reading assessments. Results will be used to ascertain a reading age which is used to measure progress throughout the year. Some children may also be assessed using the Salford reading assessment.
	Spelling	At the end of every "long" term	Children will be assessed using the "Hodder" spelling assessments. Results will be used to ascertain a spelling age which is used to measure progress throughout the year.
	All subjects	At the end of each academic year	Teachers will use the children's work and measure this against the National Curriculum objectives. Children will be deemed to be "Working towards" (WTS) or "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS)
	Maths	May	Children will carry out standard assessment tests (SATs) that are marked externally and used as part of teacher's final judgements. They will be deemed to be "Working towards" (WTS), "Working at" (EXS) age related expectations or "Working at Greater Depth" (GDS) Results are reported to the DfE.
	Reading		
	Spelling, Punctuation and Grammar		

Assessment opportunities are a natural part of teaching and learning, constantly taking place in the classroom, through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this, at Inkpen, teachers will:

- evaluate pupil's learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- use flexible groupings so as not to put a ceiling on a child's learning
- adjust plans to meet the needs of pupils, adapting teaching where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual targets in areas they need to develop, in maths and English on a regular basis, in conjunction with the children, so that they are involved in the process
- regularly share areas to develop with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work and that of others against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking and feedback policy
- incorporate both formative and summative assessment opportunities in their teaching sequence

- assess all subjects termly, using a common format and make relevant comments about pupil's progress, especially those working below or above national average
- pass on assessment files to the next class teacher so children can be tracked as they progress through the school
- hold Pupil Progress meetings to identify and analyse progress, especially for those identified as underachieving
- use Tracking Grids based on the end of year learning objectives to record progress and to identify next steps in learning
- attend LA moderation sessions, as well as moderation within school and across local schools to support judgements. Where available, exemplification documents are also used.

Subject leaders will:

- have a clear view of the progress all children are making for their subject
- ensure teachers can assess how well pupils are progressing through the curriculum as part of daily teaching and through more formal assessments
- ensure teachers are able to adapt their planning and teaching appropriately as a result of these assessments

The Head Teacher will:

- make decisions how to prioritise curriculum implementation based on assessment results
- report these decisions to governors
- inform parents and pupils what progress they are making across the curriculum

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