



# Naunton Park Primary School

# Assessment Policy

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A handwritten signature in black ink, appearing to read "J. P. L. L.", is positioned to the right of the approval date.

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## 1.0 Introduction and aims

This policy aims to:

- Provide clear guidelines on the school's approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## 2.0 Legislation and guidance

Since 2014, when National Curriculum levels were removed, schools have been free to develop their own approaches to assessment.

This policy refers to (but is not limited to):

- Recommendations in the [final report of the Commission on Assessment without Levels](#).
- Guidance for [Headteachers about reporting on pupil performance](#).
- Guidance published in the DFE Assessment and Reporting Arrangements (updated annually) for end of EYFS, Phonic Screening Check, end of Key Stage 1, Multiplication Tables Check and end of Key Stage 2.
- Information stated in the Ofsted Inspection Framework.

This policy is closely linked with the school's curriculum and should be read in conjunction with this. The school's curriculum is published on the school's website here: [Naunton Park Primary School - School Curriculum](#)

Other policies that link closely to this Assessment Policy, and may include information about assessment, include:

- Feedback and Marking Policy;
- SEND Policy.

## 3.0 Principles of assessment

At Naunton Park Primary School, we view assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. We see the majority of assessment as part of a continual learning cycle as opposed to an endpoint to the teaching process.

The purpose of assessment at this school is to improve pupils' learning, progress and outcomes by:

- planning, implementing and reviewing a consistent approach to teaching and learning across the school;
- developing, implementing and evaluating a challenging curriculum for all pupils, which is progressive, carefully sequenced, builds on prior learning and prepares children for future learning;
- monitoring pupils' knowledge and understanding of the National Curriculum within lessons, within sequences of lessons, at the end of term, at the end of phases/key stages and at the end of each academic year;
- identifying gaps in (and barriers to) learning, knowledge and understanding then adapting planning and provision accordingly;
- developing attitudes to learning and celebrating effort, progress and outcomes so that all pupils feel a sense of pride, achievement and success regularly throughout their primary school journey;
- ensuring children are on track to meet national expected standards as a minimum.
- providing effective feedback to pupils and their parents/carers about learning to date and next steps;
- working with other professionals to ensure the right support is in place for individuals (specifically those who are disadvantaged/with SEND) and work with professionals from other schools to moderate and standardise assessments for a consistent and accurate approach;
- providing timely and accurate performance information to all stakeholders (as required), the local authority and the Department for Education as needed.

It is important to leaders at the school to plan and implement effective assessment systems while being mindful of teachers' workload. All systems are reviewed and staff have the opportunity to feed back to leaders to ensure that only effective, useful and necessary systems are in place to achieve the above aims.

Time is given for staff to assess pupils' learning outside of lesson time and, where possible, training and time is given to facilitate year group, key stage and whole school activities for monitoring, moderating and standardising assessment so that assessments and judgements are made consistently, fairly and accurately.

The information produced from assessment strategies is useful to pupils, parents and staff of Naunton Park Primary School. Assessment records are kept as needed by the school to improve pupils' progress and/or report statutory assessment information to the local authority and DFE. The school uses Insight to record and track internal assessment data and collate data for statutory, national data submissions.

## 4.0 Assessment approaches

The approaches to assessment that Naunton Park Primary School has adopted enables the aims listed in Section 3 of this policy to be met. It is important to all stakeholders that the school's assessment strategies aid the learning of all pupils. Some assessment strategies are aimed at or tailored to individuals or groups of pupils, as necessary, but, if needed, all assessment strategies can be used for and are accessible to all pupils.

The information gathered from the assessment strategies listed below enables leaders (including Subject Leaders) to evaluate the effectiveness of the school's curriculum and adapt it to meet the needs of all learners. It also enables staff to evaluate the provision in place, report to parents and set targets or next steps for individuals as needed to improve progress.

The school uses three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and statutory national assessment. These are explored in more detail below, including the information produced from each approach and how this aids pupil progress. We do not currently offer diagnostic testing in school, however we work with other professionals to provide information about individuals, as requested, in consultation with parents and carers.

### 4.1 Formative Assessment approaches

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continual basis and enables them to use this information to provide appropriate support, adapt future plans, set next steps/targets and be well-informed when working with other professionals and families as required.
- **Pupils** to measure their knowledge and understanding against the learning objectives and identify areas in which they need to improve;
- **Parents/carers** to gain a picture of where their child's strengths and areas for development lie, what their child's next steps are, how they can best support their child at home and make well-informed choices for future education.

The term "session" has been used below to include formal lessons, intervention sessions, group activities/tasks, home learning activities (including reading) and any other activity in school.

The formative assessment strategies used at Naunton Park Primary School include (but are not limited to):

- "Live marking" by the teacher/TP throughout a session;
- Written feedback by the teacher;
- Verbal feedback by the teacher/TP during and/or between sessions;
- Peer marking and/or verbal feedback during sessions;
- Whole class or group evaluation of work during sessions;
- Weekly subject tests, e.g. spelling tests, times table tests;
- Topic-specific tests and/or practice papers, e.g. start of unit tests, past KS2 National Curriculum tests;
- Engagement and performance on online learning platforms such as Spelling Frame, Times Table Rock Stars and Numbots;
- Elicitation activities, such as "Cool Write" tasks and Never Heard the Word grids, at the start of a unit or topic;
- Assessment against specified learning objectives for writing, maths, science and foundation subjects using Insight;
- End of unit tasks/tests used to inform target setting, provision mapping and planning, e.g. Hot Write tasks, Never Heard the Word, end of unit quizzes, double-page spreads, Can Do Maths

tests and Sounds Write assessments (these can also be used as a summative assessment strategy);

- Reading aloud to an adult (e.g. an individual's book, class book, sounds list, feedback in home/school reading records).

Strategies may vary depending on the subject, individual needs, school priorities, curriculum planning needs and provision planning. Subject-specific strategies are outlined in subject policies, available to view/download from the school's website.

Some of the above strategies are used to inform planning, next steps and to provide direction to pupils/parents as mentioned, but these same strategies may also be used as summative assessments as outlined in Section 4.2 below.

Policies, clear procedures and training for staff support them in planning and implementing the above assessment strategies. This training and school policies that support staff include: moderation and standardisation activities (within year groups, across the school and with other schools); assessment for learning strategies; reviewing and writing My Plans; target setting; building in elicitation activities to units of work; book banding; effective marking and feedback; and, report writing.

The information gained from the strategies listed above:

- informs planning, identifying objectives, skills or knowledge that needs to be addressed or revisited;
- feeds into RBL (Reducing Barriers to Learning) and Tracker meetings;
- is used by pupils to edit, improve or correct their work;
- provides appropriate and challenging targets or next steps for individuals to focus on;
- feeds into intervention planning and provision mapping;
- provides evidence for My Plan and EHCP reviews and informs the setting of outcomes on future plans;
- is shared with parents during parent/teacher consultations, mid-year and end-of-year reports;
- enables careful planning of home learning tasks and ensures pupils are reading appropriately challenging books;
- is shared by staff with other professionals as required to better support individuals;
- allows teachers, TPs and leaders to track progress;
- supports curriculum review activities;
- informs teacher assessment judgements (in year, end of year and end of key stage).

Leaders monitor the effectiveness of formative assessment strategies and plan support for staff accordingly through work scrutiny, observations, drop-ins, pupil voice, data analysis, curriculum review activities, staff feedback and learning walks.

## 4.2 Summative Assessment approaches

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 make progress and achieve excellent outcomes.
- **Teachers** to evaluate learning at the end of a unit or period and the impact that their own teaching, curriculum planning and formative assessment has had on pupils' learning and outcomes.
- **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** to stay informed about the achievement, progress and wider outcomes of their child.

Summative Assessment Strategy	Term	Year group or focus group	Purpose & use of summative data
Reading Fluency assessment  For all children with repeated assessments for those children who	Early Term 1  End of Terms 2, 4, and 6		Assesses: - reading rate of children - impact of interventions - impact of PP spending - individual progress from starting point (previous test, term and/or key stage)

<p>are reading at a slower pace than that expected of their age group</p> <p>Follow up YARC assessments are then used if any issues arise from the above for a more comprehensive assessment.</p>			
<p>NFER Standardised assessments (Maths, Reading and SPaG)</p>	<p>End of Term 2</p> <p>End of Term 4</p> <p>End of Term 6</p>	<p>Years 2-6</p> <p>Year 1 only</p> <p>Years 1-6</p>	<p>Assesses:</p> <ul style="list-style-type: none"> <li>- individuals' understanding &amp; knowledge of curriculum</li> <li>- impact of curriculum &amp; programmes of study</li> <li>- individual progress</li> <li>- pupils' performance in comparison to other pupils nationally</li> <li>- achievement of targets, including My Plan outcomes</li> <li>- impact of interventions &amp; targeted support</li> </ul> <p>Identifies:</p> <ul style="list-style-type: none"> <li>- "lowest 20%"</li> <li>- pupils requiring intervention/additional support</li> <li>- Common misunderstandings/gaps within the class</li> </ul> <p>Informs:</p> <ul style="list-style-type: none"> <li>- "Teacher assessment" judgements</li> </ul>
<p>Past KS2 National Curriculum test papers (Reading, Maths and GPS)</p>	<p>End of Term 1</p> <p>End of Term 3</p> <p>Term 4 if needed</p>	<p>Year 6 only</p>	<p>Assesses:</p> <ul style="list-style-type: none"> <li>- individuals' understanding &amp; knowledge of curriculum</li> <li>- impact of curriculum &amp; programmes of study</li> <li>- individual progress</li> </ul> <p>Identifies:</p> <ul style="list-style-type: none"> <li>- predictions for end of KS2 assessments</li> <li>- extra support required &amp; gaps in learning</li> </ul> <p>Informs:</p> <ul style="list-style-type: none"> <li>- "Teacher assessment" judgements</li> </ul>
<p>Weekly tests (times tables, spellings, arithmetic)</p>	<p>Weekly throughout the year</p>	<p>Years 2-6</p>	<p><i>More commonly used a formative assessment strategy.</i></p> <p>Assesses:</p> <ul style="list-style-type: none"> <li>- individuals' understanding &amp; knowledge of curriculum</li> <li>- individual progress</li> <li>- achievement of targets, including My Plan outcomes</li> <li>- impact of interventions &amp; targeted support</li> </ul> <p>Identifies:</p> <ul style="list-style-type: none"> <li>- pupils requiring intervention/additional support</li> <li>- gaps in learning</li> </ul> <p>Informs:</p> <ul style="list-style-type: none"> <li>- "Teacher assessment" judgements</li> </ul>
<p>Reading 1 specified book aloud to the teacher (phonics)</p>	<p>Term 2</p> <p>Term 4</p> <p>Term 6</p>	<p>Years R-2</p>	<p>Assesses:</p> <ul style="list-style-type: none"> <li>- individual progress in decoding, fluency &amp; comprehension</li> <li>- individual understanding and attainment at "Initial Code", "Extended Code" and "Extended Code + more spellings"</li> <li>- impact of interventions</li> </ul> <p>Identifies:</p> <ul style="list-style-type: none"> <li>- pupils requiring intervention/additional support</li> <li>- gaps in learning</li> </ul> <p>Informs:</p> <ul style="list-style-type: none"> <li>- "Teacher assessment" judgements</li> </ul>

Reading specified word list to the teacher (phonics)	Term 2 Term 4 Term 6	Years R-1	Assesses: - individual progress in decoding, fluency & comprehension - individual understanding and attainment at "Initial Code" and "Extended Code" Identifies: - pupils requiring intervention/additional support - gaps in learning Informs: - "Teacher assessment" judgements
Sounds Write skills & code knowledge tests (phonics)	Every term  Twice a term for those who are having Phonics gap interventions	Years R-2 and for years 3-5 for those who have a weak code knowledge or did not pass the Phonic Screening Check in Year 1 or Year 2	Assesses: - individuals' understanding & knowledge of "Extended Code" and "Extended Code plus more spellings" - individual progress - achievement of targets, including My Plan outcomes - impact of interventions & targeted support Identifies: - pupils requiring intervention/additional support - gaps in learning Informs: - "Teacher assessment" judgements
Assessment against objectives for writing, maths and foundation subjects (using, for example, class work, test results, end-of-unit quizzes and double page spreads)	Term 2 Term 4 Term 6	Years 1-6	Assesses: - individuals' achievement of specified objectives (based on the National Curriculum) for writing, maths, science, geography, history, art, DT and RE - individual progress through the year and between years Identifies: - gaps in learning Informs: - future planning

Teacher Assessment judgements are made by each teacher at the end of Term 2, Term 4 and Term 6 for reading, writing, maths and science. These summative assessments take into account all formative and summative assessment strategies that have been implemented and assess the children's knowledge and understanding of the curriculum coverage to date. These judgements are used by teachers, Subject Leaders and Senior Leaders to: determine the impact of curriculum provision on outcomes, effectiveness of interventions and additional support; analyse the attainment of groups of pupils; make predictions as required; provide parents with up-to-date information about their child's attainment.

Teacher assessments are validated through moderation activities during each Assessment Window and external moderation activities as directed by the Local Authority or more informally with other local schools.

For children with additional needs, access arrangements are put in place during summative assessments. This can include the use of a scribe, extra time, a reader or prompt.

### 4.3 Statutory National summative assessments

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 reach the expected standards of attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in relation to national expected standards.
- **External agencies (e.g. DfE/Ofsted)** to evaluate and monitor a school's performance

against national standards/averages

The following statutory assessments are carried out in school:

Statutory Assessment	Year group
Early Years Baseline	Reception
Early Years Foundation Stage Profile	Reception
Phonic Screening Check	Year 1 Year 2 (if didn't pass in Y1)
Optional Key Stage 1 Teacher Assessments (Reading, Writing, Maths, Science)	Year 2
Multiplication Tables Check	Year 4
Key Stage 2 Teacher Assessments (Writing and Science)	Year 6
Key Stage 2 National Curriculum Tests (Reading, GPS and Maths)	Year 6

For children with additional needs, Access Arrangements are put in place in line with government guidance. For the end of Key Stage 2 National Curriculum tests, the Assessment Lead submits applications for extra time, for example, and notifies the DFE of any additional arrangements that have been put in place after the tests have been completed. A separate document is compiled detailing reasoning and rationale for children who have evidence for these dispensations.

## 5.0 Collecting and using data

It is important that all assessments planned and implemented in school have a positive impact on pupils' outcomes and leaders should remain aware of the workload that the school's assessment approaches produce. Only data that is necessary for monitoring and tracking is collected on Insight; any other data collected by staff is done so at their own accord to inform their own planning.

The table in Section 4 lists when assessment data is collected and entered onto Insight. The school's annual calendar allows time for this, as explained in Section 5.1

### 5.1 Assessment Windows

The school has three Assessment Windows each academic year in which data is collected. The purpose of an Assessment Window is to give time, provide clear expectations and ensure all assessments are completed by a designated date. The Assessment Windows are in Terms 2, 4 and 6.

During assessment windows, summative assessments are completed as stated in Section 4 of this policy. Staff meeting time during Assessment Windows is sometimes assigned for moderation or CPD as needed to fully equip staff to implement, record and analyse assessments.

In each Assessment Window, teachers are expected to:

- Ensure all summative assessments are completed as per the expectations in Section 4.2 of this policy;
- Mark and collate results as required by the various assessment strategies;
- Moderate children's work with year group colleagues and use formative and summative assessment strategies (outlined in Section 4) to make accurate Teacher Assessment judgements;
- Upload all assessment results and teacher assessments (as outlined in Section 4) on Insight;
- Analyse class data to better understand progress and attainment for pupils.

During these Assessment Windows, Teachers and Teaching Partners carry out assessments with given pupils as required and/or directed by the Inclusion Lead and they are responsible for inputting these

results on Insight.

For statutory assessments that are submitted to the DFE/LA:

- Teachers upload assessment judgements/results on Insight.
- The Assessment Lead arranges submission to the DFE through the necessary channels as per the DFE's Access and Reporting Arrangements.

After each Assessment Window, the Assessment Lead holds Tracker Meetings with teachers to further explore cohort/class/group/individual data, identifying actions and next steps.

The data collected (both from in-school assessments and statutory national assessments) is used by Subject Leaders and Senior Leaders to analyse the performance of all pupils in the school. The Assessment Lead creates a report each term, which is shared with all staff and governors to summarise the performance of all pupils, each cohort and different pupil groups. The purpose of this report is for all stakeholders to be aware of the current attainment in school and to inform planning for whole-school improvement.

Leaders use the collection of and analysis of data (both in-school and statutory national data) to direct plans for staff training, funding (e.g. Pupil Premium), staff deployment, recruitment and wider opportunities for the children.

Leaders also use the information collected through assessments to measure the impact of the following areas on children's outcomes:

- Curriculum provision;
- spending;
- support, staffing and resources
- CPD;
- Wider opportunities;
- Parental engagement.

## 6.0 Reporting to parents

It is important to share findings about a child's progress and attainment from both formative and summative assessments with their parent/carer regularly throughout the academic year to keep them well informed and to discuss ways in which school and home can work together to improve performance.

The school provides information to parents as follows:

Report strategy	Information shared
Parent/teacher consultations in Term 1/2	<ul style="list-style-type: none"> <li>• Understanding of the curriculum to date</li> <li>• Attitude to learning</li> <li>• Attendance</li> <li>• Wider outcomes and how their child is settling into the year group</li> <li>• Next steps/targets</li> </ul>
Mid-year report in Term 3	<ul style="list-style-type: none"> <li>• Attitude to learning</li> <li>• Attainment in reading, writing and maths</li> <li>• Attendance</li> <li>• Next steps/targets</li> </ul>
Parent/teacher consultations in Term 3	<ul style="list-style-type: none"> <li>• Exploration of information shared through mid-year report</li> <li>• Academic performance and progress</li> </ul>
End-of-year report in Term 6	<ul style="list-style-type: none"> <li>• Attitude to learning</li> <li>• Attainment and achievements throughout the curriculum</li> <li>• Results from statutory national assessments (EYFS, phonics, end-of-KS1, Y4 Multiplication Tables Check, end-of-KS2) and how this compares to national data where applicable inline with DFE requirements</li> <li>• Progress information</li> <li>• Next steps/targets</li> <li>• Attendance</li> </ul>

For all children, especially those with a My Plan, My Plan Plus or EHCP, regular communication with parents is key to ensuring their needs are being met in school and to improve outcomes. Staff are urged to contact

parents at the earliest opportunity where a child's attitude to learning, progress or attainment is causing a concern. Review meetings are held with class teachers and/or Inclusion Lead for those on the SEND Register and individual plans are sent home three times a year. Opportunities to discuss pupils' needs and individual plans with the child's class teacher and (where appropriate) the school's Inclusion Lead are offered three times a year as part of the Parent Consultation cycle, but additional meetings can be arranged as needed.

## 7.0 Inclusion

The principles of this assessment policy applies to all pupils, including those with special educational needs or disabilities and disadvantaged pupils.

Assessment is used to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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

## 8.0 Training

Teachers are kept up to date with developments in assessment practice on a regular basis. This is done through Local Authority led sessions for, for example, Subject Leaders and those working in year groups in which statutory national assessments are carried out. In-school training is provided to all staff as needed by senior and subject leaders. School governors also receive information and are offered training as required to ensure they are knowledgeable and equipped to challenge leaders appropriately.

All staff are trained to assess and analyse assessments accurately as required by the school. Staff are also provided training, support and time to moderate, ensuring a consistent approach to assessment is in place.

## 9.0 Roles and responsibilities

### 9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils;
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data;
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

### 9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to;
- Monitoring standards in core and foundation subjects;
- Analysing pupil progress and attainment, including individual pupils and specific groups;
- Prioritising key actions to address underachievement;
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years;
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities;
- Ensuring the school adheres to DFE requirements.

The Headteacher may delegate one or more of the above responsibilities to the Assessment Lead, Inclusion Lead and/or specific Subject Leaders.

### **9.3 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy;
- Being familiar with the standards for the subjects they teach;
- Keeping up to date with developments in assessment practice.

## **10.0 Monitoring**

This policy is reviewed every year by the Assessment Lead. At every review, the policy is shared with the Governing Board. All teaching staff are expected to read and follow this policy. Teaching Partners are also expected to follow this policy. The Assessment Lead is responsible for ensuring that this policy is adhered to.

The effectiveness of assessment practices across the school are monitored through: moderation activities; learning walks and observations; work scrutiny; Reducing Barriers to Learning (RBL) meetings; Tracker Meetings; My Plan and EHCP review meetings; staff feedback; and pupil conferencing.

## **11.0 Links with other policies**

This assessment policy is linked to, and should be read in conjunction with:

- Curriculum Policy;
- Feedback and Marking Policy;
- EYFS Policy and procedures;
- Policies for individual subjects;
- SEND Policy.