



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Assessment

Date of Policy: May 2026

Member of Staff responsible: Mr S. Welsh

Review date: May 2028

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

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Proud of ourselves and our community!

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Assessment Policy

INTRODUCTION

As of September 2014, the DFE have removed assessing with levels for learners in primary schools. Schools are encouraged to create their own non-levels based system.

INCLUSION STATEMENT

Assessment has a vital role to play at Mickleover Primary School as it informs teaching and learning. In our school we use the information acquired through **formative and summative** assessment to provide a broad and balanced curriculum that meets the needs of all individuals and groups of pupils. Teachers use the information gained through the use of a range of assessment strategies to modify and adapt the programmes of study, where appropriate in order to develop an inclusive curriculum. This is done in the following ways, each of which will be explained through the policy document:

- setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This document sets out to explain the place of assessment in the curriculum at school, and the procedures agreed in order to ensure that assessment takes place. The document is for the information of all staff, governors and parents. It will be reviewed as guidance is received from the Department for Education. It will also be reviewed through the ongoing process of school self-review linked to the Ofsted framework. Monitoring of assessment practice and procedure within the school will be used to inform the school development plan. Amendments will be discussed with all teaching staff.

Assessment is an integral part of the teaching and learning process. The policy should be read and used in conjunction with our subject policies. Assessment and the implementation of the Assessment Policy are the responsibility of all class teachers **and those who work closely with the children on a regular basis.**

PRINCIPLES AND PURPOSES

Assessment informs teaching and learning. At Mickleover Primary School we recognise that there are different forms of assessment:

- formative or assessment for learning, based on the day to day assessments of children's attainment;
- **summative, which includes termly and end of year assessments, or the statutory assessments made at the end of key stage 2**
- diagnostic, used to provide specific information relating to children's strengths and weaknesses.

We often use formative assessment (assessment for learning) in making decisions about children's learning and to inform future planning for the class, groups, or individual children.

In addition, some planned activities will be used to assess children in order to:

- plan the way forward

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- monitor progress
- diagnose or identify particular needs which might include SEN (Special Educational Needs)
- involve children in setting targets for learning

We need to know how children are progressing through the **Early Years** Foundation Stage curriculum and in all National Curriculum subjects. We recognise that this does not encompass all learning and that we will need to monitor some children in other areas of school life, such as personal, social development and behaviour. Records enable such information to be passed on to other teachers and used.

At regular intervals, and particularly at the end of the key stage, information will be collected into a summative record. In Years 1, 2, 3, 4 & 5, this will come in the form of an assessment which informs teacher assessment. In Year 6 this will be the statutory end of key stage tests. For all children this will be used to inform annual reports to parents. At the end of the key stage, teachers will make a judgement on the National Curriculum level attained.

In **the Early Years** Foundation Stage, the children undergo a **national** 'baseline assessment' within the first few weeks of school; this was introduced in September 2021. This information will be used by the Government to measure each school's performance. At the end of **Reception**, a Foundation Stage Profile is produced, **assessing the children against the Early Learning Goals in the 7 areas of learning**. This is the responsibility of the **Reception** teachers and links directly to the **EYFS statutory Framework**.

In Year 1, all pupils take a 'phonics check'. This is reported to parents at the end of the year as their child having 'met' or 'not met' the required standard. If a pupil does not meet the standard, they must re-take the phonics check again at the end of Year 2.

In Year 4, pupils complete the multiplication tables check (MTC). This is an online screen check consisting of 25 times table questions. The test is completed in June.

The long and medium term plans show how the **EYFS** Curriculum and National Curriculum is covered over a time span. This matches the curriculum offered, to the needs of the children in the school, taking into consideration the programmes of study, schemes of work, time available and any planned thematic work. This ensures that opportunities are not missed for the assessment of those areas not regularly covered. Occasionally, an activity may be structured in order to provide an accurate picture of a child's knowledge, skills and understanding. It is expected that the information thus gained will be used to plan the next step in teaching and learning. Assessments are important and some may usefully be written down in order to serve as a record and to inform planning for the class, groups, or individual children, this may be in the form of a 'marking' comment (feedback).

Throughout Key Stage 1 and 2, there is ongoing assessment in all subject areas which are recorded on subject specific assessment grids.

Records enable assessment information to be passed on to other teachers.



WORKING ARRANGEMENTS

LEGAL REQUIREMENTS

- The Headteacher/Assistant Headteachers, draw the attention of staff to current statutory requirements for assessment and ensures that the relevant teachers attend statutory training.
- The school fulfils all legal requirements for assessment as outlined in the current Assessment and Reporting Arrangements to which all staff have access.
- Regular analysis of reading, writing and maths to analyse gaps in learning.
- Teachers analyse scripts as appropriate to identify strengths and areas for development.
- To inform our planning and thus to raise attainment.

PROGRESSION

It is an expectation that every child will progress through the equivalent of 1 stage, from their starting point, in Reading, Writing and Maths across an academic year.

Wherever possible, children are involved in discussion of their progress and if appropriate this can be recorded in the child's book. They are encouraged to have ownership of their own work and are involved in setting realistic targets in negotiation with the teacher. Writing conferences are used to support writing progression. During these, teachers speak with small groups of children about their writing and how they can make further progress.

Sonar, tracks the progress of all pupils and groups within the school. A child will be assessed each term using one of the codes and the year group:

- Working towards age related expectations for that point in the year (WT)
- Working at age related expectations for that point in the year (EX)
- Working above age related expectations for that point in the year (GD)

CLASSROOM MANAGEMENT

At Mickleover Primary School, we use a range of assessment strategies to make judgements about the attainment of all children.

We make the purpose of the learning explicit to pupils by providing a context and by sharing success criteria. We recognise that assessment is integral to teaching and learning. Staff hold regular moderation meetings to evaluate assessment practice and to ensure consistency.

MARKING AND FEEDBACK

At Mickleover Primary School, we believe that effective marking and feedback is an essential part of the learning process and should involve children wherever possible. It is a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the aim to further children's learning.

We believe that 3 principles underpin effective marking: it should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers at MPS are encouraged to adjust



their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time effectiveness of marking in relation to the overall workload of teachers.

Motivating: marking should help to motivate pupils to progress. This does not always mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The focus of marking should be on the quality of feedback and not the quantity. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress enabling pupils to become reflective learners and helping them to close the gap between their current and desired performance. Feedback delivered closest to the point of learning is most effective. Teachers are encouraged to give feedback in a variety of ways. Effective feedback includes:

- **Verbal feedback**
The most effective form of feedback is verbal feedback given at the point of learning – oral feedback is most powerful and has maximum impact when pointing out success and improvement needs against the learning objective / success criteria
- **Self- assessment / Peer assessment**
Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning (eg traffic lighting work). Children are expected to evaluate the work of their peers positively and provide suggestions for improvement– Be Kind, Be Specific and Be Helpful
- **Written feedback** – comments , if needed, should reflect the learning objective / success criteria for the lesson/child's own individual target.

Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning. Marking must be sensitive to pupil needs and must not obliterate pupil's work. Stickers, stamps, team points, **dojos and** certificates may be used to motivate and denote recognition of effort, application and achievement. Marking should also comment on presentation, if poor.

(Ref: Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group March 2016)

ADAPTATION AND SPECIAL EDUCATIONAL NEEDS

(Please refer to SEND policy/ Inclusion policy)

In all subject areas, assessment strategies and activities are adapted to meet the needs of SEND pupils. Assessment should **illuminate learning, identify barriers, and inform teaching.** It should **never place a ceiling** on what pupils with SEND can achieve. Assessment in each



subject should be focused on assessing the knowledge and skills for the specific subject. Key strategies used to assess SEND pupils are:

- Simplified or chunked instructions
- Visual supports, symbols or word banks
- Extra processing time
- Alternative ways to respond (verbal, practical, ICT, drawing, scribing)
- Reduced cognitive load / fewer questions with same objective
- Use of assistive technology
- Quiet spaces or smaller group assessment where needed
- Pre-teaching vocabulary or concepts

In our school, the SENCO ensures that there is a consistent approach across the school to the setting and review of individual provision plan targets. Individual provision plans are reviewed termly and teachers set SMART targets, shared with parents, using previous assessment to plan next steps.

EVIDENCE

For individual children, significant pieces of work will be retained for as long as they are felt to be useful. Children's exercise books are also useful sources of evidence with marking comments pointing the way to future development. Assessment grids are passed on to the next class teacher at the end of the academic year.

RECORD KEEPING

We recognise that schools are required to keep annually updated records of their pupils' achievements and abilities. This requirement aims to ensure that teachers and others have access to up-to-date information about the progress that individual pupils are making. It has been a statutory requirement since May 2000 that when a child moves from one key stage to another, or changes school mid- key stage, a statutory transfer form must be completed and sent with all educational records within 15 school days along with a copy of the child's last annual report to parents. We follow statutory requirements for transfer of information to other schools whenever a child leaves.

We update our records on a regular basis as they inform our planning, teaching and learning. This may be done by the class teacher or by appropriate support staff. In our school, records are updated termly or at the end of a unit work.

REPORTING

Reports to parents may be written and / or verbal. Reporting takes place -

- Informally at any time
- 10 minute parent interview in the Autumn and Spring Terms.
- At the end of the Autumn and Spring terms, short progress reports are sent to parents.
- Annual report in the Summer Term

Annual reports are in line with national recommendations. They are written by the class teacher (and/or teacher responsible for teaching a particular subject) and provide formative information as well as test results. Comments will relate to what the child has learned, not to what has been taught. They should be written without jargon, to inform parents of progress made, strengths, weaknesses or any areas of



concern, which may be expressed as a target. It will inform parents as to how their child is performing in relation to their potential, past achievements, to the rest of the class and to national standards.

- For parents of SEND, through the Provision Plan and regular review meetings.

Statutory reporting to parents

Y1 Phonics Check

Parents are informed of the outcomes of the Phonics check and whether their child has met, or not met the national benchmark.

Y4 Multiplication Tables Check

Parents are informed of the outcome of this check

End of key stage 2

In reading and maths, a child will be assessed as having met or not met the required standard. These test papers are marked by external examiners.

In writing, a pupil will be teacher assessed against one of the following statements:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the required standard
- A category for those pupils still not yet working towards the expected standard.

REVIEW

The policy will be updated every 2 years or as legislation and guidance changes and in line with the school's ongoing self-review.