Assessment Policy

Hampton Lakes

Primary School

Policy last reviewed:	September 2025
Next review due:	September 2028
Member of staff responsible:	Miss Zoe Trigg
Ratified by:	HL LGB

1. AIMS AND PRINCIPLES

1.1 At Hampton Lakes Primary School we consistently aim to ensure our pupils attain standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal. We believe that the effectiveness of assessment practice can be judged by the extent to which it helps develop pupils' learning, while being managed efficiently by teachers as an integral part of their work.

1.2 Research and investigation into best practice provides clear indications of which approaches to assessment are most effective in encouraging pupil progress.

1.3 *Summative* assessment is the measurement of pupils' achievement against specific criteria. Y6 SATs are examples of summative assessments. All schools must set targets for their pupils' performance in these tests and publish their results each year.

1.4 The role of *formative* assessment has become increasingly recognised as essential for children's learning and development. *Assessment for Learning* is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

1.5 The use of assessment and baseline data has been acknowledged as a powerful school improvement tool. In reception, pre-school assessment information and observations completed during the first half term, along with a government-approved national baseline assessment, will allow teachers to form a baseline assessment of where pupils are when they start their learning journey, and to inform teaching and learning throughout the school year. For other year groups, and where pupils start school mid-year, assessment information from their previous school or setting will be used in conjunction with the teacher's own assessments to form a baseline assessment. Effective, self-evaluating schools are able to make informed judgments about their performance and the extent to which 'value' has been 'added' to pupils' attainment.

1.6 The following policy summarises how these approaches are adopted at Hampton Lakes Primary School. Key Stage teams will develop their own practices that apply the principles of the policy to their particular team. Internal moderation and inter-school moderation, both within the Trust and with local schools, will ensure teachers' assessments are validated.

2. GUIDELINES

2.1 Children make the greatest progress in their learning when teachers provide effective, clear, relevant and personalised formative feedback.

To help achieve this:

- The school, key stage teams and individual teachers will work together to develop and share best practice in providing formative feedback to pupils;
- In years 1 – 6, teachers will provide regular, relevant feedback on pupils' English or mathematics work at least three times a week; in Foundation Stage immediate verbal feedback will be given to pupils whilst completing adult guided or adult supported tasks and a bank of evidence will be collated within each pupil's online learning journal and paper-based scrapbook;

- Teachers will provide effective formative assessment of pupils' progress, which will usually be in written form, clearly summarising:

  i) what pupils have achieved in the work they have done,

  ii) a target or targets for further improvement,
  iii) an opportunity for pupils to respond to or act upon the feedback they receive;
- Where appropriate feedback could be verbal. There is no requirement to evidence verbal feedback.

2.2 Children make the greatest progress in their learning when they understand the assessment process and are involved in their own learning.

To help achieve this:

- The school, key stage teams and individual teachers will take every opportunity to explain to pupils the purpose, focus and methods of assessment that are used as clearly as possible;
- Teachers will ensure that learning objectives and success criteria are expressed in ways that are understood by all pupils;
- Teachers will take every opportunity to help pupils become literate in the language of assessment, including self-assessment and peer feedback.

2.3 **Children make the greatest progress in their learning when teachers use a range of different assessment techniques, particularly those that build motivation and self-esteem.**

To help achieve this:

- Teachers will employ a range of assessment techniques, including regular observations in the Foundation Stage, as appropriate to the task that is being undertaken, e.g. turbo tables, spelling tests, practice phonics screening check papers, listening to pupils read, practice SATs papers, self-assessment, peer assessment etc;
- They will allow pupils to display their knowledge and understanding in a number of different ways, both formal and informal, including through written, oral, practical and physical responses.

2.4 **Children make the greatest progress in their learning when teachers decide how and when to assess pupils' attainment at the same time as they plan their work.**

To help achieve this:

- Assessment will be a fundamental part of the way an individual teacher plans their lessons, not something that is seen as additional or external to the normal process of teaching and learning;
- Pupils will be given explicit and direct advice on how to achieve the best standards possible in assessment, through creation and dissemination of appropriate strategies; in the Foundation Stage adult guided and adult supported activities will give teachers the opportunity to give immediate verbal feedback and guidance about pupils' next steps in learning;
- Pupils will be given the opportunity to practise formal assessments (e.g. phonics screening check, KS1 SATs, KS2 SATs) regularly, whilst maintaining a broad and balanced curriculum.

2.5 **Children make the greatest progress in their learning when teachers undertake investigation to find out if assessment is really helping in the learning process.**
To help achieve this:

- Teachers will take time to observe and listen to pupils talking about their work;
- Teachers will develop tasks that require pupils to demonstrate their learning;
- Teachers will analyse and make explicit the key words and vocabulary that will help pupils to develop and articulate their subject understanding;
- Teachers and pupils will use assessments to help identify areas of strength and gaps in knowledge and understanding, in order to target future learning and intervention.

2.6 **Teachers are best able to help children make the greatest progress in their learning when they use manageable systems for recording pupil progress.**
To help achieve this:

- The school has identified points throughout the year when teachers will need to make summative judgements about pupils' attainment against key National Curriculum objectives or Early Learning Goals, so that progress can be monitored. This will be at least once in each term for each year group in years 1 to 6 and ongoing in the Foundation Stage. In Year 1, summative assessments will be informed by continuous observation, formal assessments such as the phonics screening check and independent, moderated pieces of writing. From Years 2-6, summative assessments will take the form of a formal PiXL assessment for reading and mathematics, and an independent, moderated piece of writing;
- School tracking systems log pupils' progress in relation to their end of year group expectations and end of Key Stage targets. Judgements are made using the school's trajectory tracking model, which determines where they should be in their learning at key points, in order to be on track to meet or exceed their personalised targets. Where tracking indicates a pupil is not on track, their progress is reviewed and appropriate interventions are put in place.
- These judgements will be entered onto the school's school management information system using the primary assessment module Bromcom in years 1 to 6 and ReallySchool, alongside an in-house tracking system, in the EYFS;
- Teachers should always be able to justify all summative judgements made with reference to previously assessed work and/or prior performance data at termly pupil progress meetings;
- Key stage leaders will determine what additional information they wish individual teachers to record, and in what format. They will ensure that any information which teachers are required to record is demonstrably useful to the assessment process;
- Teachers will be expected to make informed predictions as to the most likely outcome for each pupil at the end of the year/key stage. Theses outcomes forecasts will help inform teachers and leaders regarding appropriate intervention strategies.

2.7 **Teachers help children make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor pupil progress towards those targets**

To help achieve this:

- Teachers will familiarise themselves with baseline data for the pupils they teach. This may include previous end of year data, EYFS data, phonics screening check results, key stage 1 SATs results, in-house baseline assessment data, SEN information and other prior performance data when available;
- Key Stage leaders, along with the Head and Deputy Head of School will discuss targets for each pupil with teachers in the autumn term of each year. This information will also be used to provide expected levels for pupils at the end of each key stage. These targets will be used by teachers, key stage leaders, senior leaders and the Executive Headteacher as a basis for discussions about pupils' performance and progress;
- Teachers, key stage leaders and senior leaders will make use of the data entered onto Bromcom (EYFS to Year 6) and ReallySchool / in-house tracking (Foundation Stage) in order to track the actual performance of relevant students against expected progress/targets.

2.8 **Children make the greatest progress in their learning when teachers, parents and children themselves work in partnership to ensure that assessment is effective.**
To help achieve this:

- Formative and summative judgements that teachers make about pupils will be shared with parents through regular parents' consultations and end of year reports;
- Parents will have formal opportunities to discuss assessment judgements at parents' consultation evenings (twice a year) and after the release of end of year reports. Parents are able, where necessary, to contact teachers, key stage or senior leaders if they would like to discuss assessment issues at other times of the year;
- The school will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their child.

2.9 All teachers have an important role in developing the basic literacy of pupils. To this end teachers will use their professional judgement to decide the level of correction of spelling, grammar and punctuation appropriate in any piece of work. They will normally prioritise:

- Key words for the topic being studied;
- The most common misconceptions in spelling, punctuation and grammar.

2.10 Senior and key stage leaders will sample work from every teacher across each academic year, including during lesson observations. They will use this opportunity to monitor the nature of feedback given and the quality of pupil response to it and use this to improve assessment practice.

The Head of School and Assessment Lead will ensure that:

- All pupils will receive feedback on their progress in accordance with the school's guidelines;
- Parents are informed about their child's progress at parents' consultation evenings and in end of year reports;
- All teachers receive support and training about how to use assessment to inform lesson planning;
- Marking of pupils' work complies with school's guidelines and is used to motivate pupils and provide them with the guidance they need to make future progress;
- Bromcom and in-house tracking are used to track pupil progress;
- Any changes to this policy are to be approved by the governing body;
- The local governing body are reported to at least annually about pupil progress and the standards achieved.

APPROVED BY GOVERNORS:

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SIGNATURE	NAME	DATE