



Dallimore Primary and Nursery School Assessment Policy

Introduction

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The purpose of any assessment is to improve learning.

To this end:

- The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning.
- Our curriculum is broken down into composites and components.
- Assessment generates areas for continuous improvement and supports achievement. It takes place in all year groups and across all curriculum areas.
- All assessments are meaningful and can take the form of observations, discussions, formal assessment of written work /reading/maths, weekly retrieval quizzes and tests.
- Formal assessment outcomes are systematically tracked and used to inform planning, and the organisation of targeted intervention groups
- Our approach is inclusive, and we strive for children of all abilities to achieve.
- The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance.

Aims and objectives

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and verbal) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide useful information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.
- Ensure that all children have the component knowledge required to access and succeed at the next step in their learning.

Arrangements for the governance, management and evaluation of assessment:

Roles and responsibilities

Governors

- Monitor whole school data and ask questions of senior leaders regarding practices and outcomes
- Hold senior leaders to account regarding outcomes

Senior Leadership Team

- Moderate teacher assessments and tests
- Set realistic whole school targets
- Analyse data for school improvement and reporting
- Lead and monitor whole school assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice
- Use assessment data to hold teachers to account through pupil progress meetings whilst providing support for teachers to ensure effective practice is in place
- Identify the need for CPD as necessary
- Implement and monitor effective interventions following pupil progress meetings

Teachers

- Regularly use ongoing formative assessment
- Administer scheduled formal tests in accordance with the whole-school assessment overview
- Use formal assessment data to identify children who may require targeted support
- Deploy staff to administer targeted interventions with children who require additional support and provide guidance on how to deliver these interventions successfully
- Ensure iTrack is up to date and use summary information to inform future plans
- Make summative judgements at defined points in time
- Maintain a structured *mark book* to identify pupils who may require additional targeted support from the teacher/teaching assistant during specific lessons
- Provide feedback to pupils and set realistic targets for individual pupils as necessary and appropriate
- Provide assessment information to the senior leadership team, parents and pupils

Teaching assistants

- Maintain a detailed *mark book* to document emerging misconceptions and to identify individual pupils or groups who may require additional targeted support
- Provide feedback to teachers on pupil progress and attainment as required to ensure that teachers have an accurate picture of pupils' strengths and areas for development
- Provide feedback to teachers with regards to support given to pupils throughout lessons
- Contribute to pupil progress meetings so that there is a full picture of support given to pupils in each subject
- Provide targeted support to children identified with a particular area of need

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress
- Support children with their homework
- Seek support as necessary if they have worries about their children's attainment or progress

Pupils

- Take ownership of their learning, working hard to achieve in class

How assessment outcomes are collected and used:

We use 3 key forms of assessment:

- In-school formative
- In-school summative
- Nationally standardised summative.

In-school formative assessment

This takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths whilst highlighting gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting

Types of formative assessment include:

- rich question and answer sessions during lessons
- checking for understanding
- marking of pupils' work
- observational assessment
- regular short re-cap/retrieval quizzes
- feedback GP/I slides in maths
- reading record logs in group reading sessions
- flashback Friday quizzes to check for long-term retention
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment and reflection on learning

Teachers moderate work at similar levels across school, and with other schools, to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence. We use our assessment framework to contribute to making judgements across our wider curriculum (appendix 1). Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectations are mastered before moving them on.

In-school summative assessment

This sums up what a child has achieved over a period, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas.

In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school. These assessments are carried out at the end of a topic/unit, term or year and provide ratification of formative assessment. They may take the form of written tests, observations or assessment tasks. The following assessments are scheduled within a timetable, and their outcomes are systematically recorded and monitored.

Reception

Phonics assessments

Mastering number assessments

Transcription profiles

KS1

Y2 times tables tests

Mastering number assessments

Phonics assessments

Writing assessments

Spelling assessments

Reading fluency tests

KS2

NFER reading tests

White Rose maths reasoning tests

Times tables and arithmetic tests

Writing assessments

Reading fluency tests

We map children's progress against age-related expectations. These are based on the national expectations of what the expected average stage of pupils is at the end of each term.

How results of summative assessments are tracked through school

We use iTrack to set whole-school and class targets, track pupil progress and attainment, identify which children may need some additional resources or interventions and monitor the effectiveness of these.

Data entry takes place termly and following this, the senior leadership team use iTrack to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The data from iTrack is used for pupil progress discussions where staff present their plans to strive to ensure that all children make expected or better progress. Progress and attainment data is communicated to all stakeholders as required, including parents and governors and where necessary, the Local Authority via the School Improvement Advisor.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate.

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in-school summative assessment and in-school formative assessment practice.

The nationally standardised assessments are:

- Reception outcomes: children reaching age related expectations (Good Level of Development)
- Year 1 phonics screening test
- End of KS1 (end of Year 2) teacher assessments in English and Maths
- Year 4 multiplication check
- End of KS2 (end of Year 6) SATs in English and Maths and teacher assessment for writing

It is recognised that this policy will need to be reviewed on an annual basis to reflect the ever-changing nature of assessment procedures and potential changes published by the Department for Education and Ofsted.

Date of policy: June 2026

Date of next review: June 2027