



Stockton Wood Primary School

Assessment Policy

2025-26

Approved by: [Governors] Date: [September 2025]

Review due by: [September 2028]

Overview

Stockton Wood Primary school strives to provide an outstanding education for all children in its care and we recognise the importance of assessment in achieving this goal. The aim of this policy is to set out our assessment intent, implementation and desired impact. We understand the links that need to be made between assessment and other aspects of teaching and learning, therefore this policy should be read in conjunction with other relevant policies.

Intention

At Stockton Wood Primary School we believe that assessment is integral to the teaching and learning process. We believe that ongoing, thorough assessment should inform teaching sequences and ensure that children secure key knowledge and skills, enabling them to move on to the next stage of their learning. As a school, we want assessment to be manageable and impactful for both staff and children. We are committed to addressing the workload of teachers, ensuring that all assessment is practicable, allows for insightful analysis and that above all it is useful for teachers as they support children in achieving their next steps. We recognise that the soundest judgements are made through dialogue and daily interactions with children, as these best demonstrate where a child is in their learning and where they need to go next.

Assessment is a continuous process that is part of our teaching and learning model. The objectives of assessment in our school are:

- ② To enable our children to demonstrate what they know, understand and can do in their work.
- ② To help our children recognise the standards to aim for and to understand what they need to do next in order to improve their work.
- ② To allow teachers to plan work that accurately reflects the needs of each child.
- ② To allow teachers to provide appropriate challenge, enabling children to make progress.
- ② To provide regular information for parents and carers that enables them to support their child's learning.
- ② To provide information for outside agencies who are assisting the school in supporting children with particular needs.
- ② To enhance the transition process between settings.
- ② To provide the leadership team and governing body with the information that allows them to make judgments about the effectiveness of the school, challenge underperformance and to identify next steps in school improvement.

Implementation

There are three main forms of assessment used by school staff.

- ② Day-to-day formative assessments – to inform teaching on an ongoing basis.
- ② Summative assessment – to understand children's performance at the end of a period of teaching
- ② National statutory summative assessment – to understand children's performance in relation to national expectations and comparisons.

(Adapted from Key Stage 1 teacher assessment guidance, produced by the STA October 2019)

As a school we use formative assessment daily in all lessons such as mini whiteboards, Think Pair Share, or Low Stakes Quizzes.

Summative assessment is an integral part of the assessment process. It allows teachers to understand children's attainment, to make comparisons and to identify next steps in the teaching and learning cycle. Summative assessments are administered under test conditions and robustly marked and moderated by teachers. The outcomes from summative assessments are expected to have a demonstrable impact on subsequent teaching and learning. Summative assessments are undertaken by teachers for the following subjects:

- ☐ **Mathematics – White Rose and NFER**
- ☐ **Reading - NFER**
- ☐ **Spelling, punctuation and grammar - NFER**
- ☐ **Phonics – RWI Assessment**
- ☐ **EYFS – RBA (Beginning of the year)**

Assessment Records

Our school uses Insight, a comprehensive pupil tracking and assessment software, to record children's attainment and the progress that they have made in all curriculum areas. Teachers are required to use Insight on a regular basis, to record children's learning by identifying national curriculum statements that they have achieved and to record children's progress by making step judgements. The school is mindful of teachers' workload and the impact that assessment can have on this. Therefore, assessment data will only be formally required at three points during the academic year:

- ☐ At the end of Autumn term.
- ☐ At the end of the Spring term.
- ☐ At the end of the Summer term.

It may be necessary for school leaders to require data from some classes on a more frequent basis, where there is a specific focus, concern or series of questions. The grades we use are as follows:

• **Below** • **Just Below** • **On track** • **Above**

Transition Procedures

Towards the end of the school year, class teachers meet with the next teacher of their class to discuss individual children in detail. This provides information so that each teacher can begin teaching effectively and efficiently from the first day of term 1. Assessment information is handed over to inform the new teacher's planning.

Reception teachers liaise closely with Early Years settings before children start with us in order to ensure smooth transitions. Similarly, Year 6 teachers liaise closely with staff from receiving Key Stage 3 settings to ensure that all relevant information is passed on.

Moderation

Internal and External (within the local network) Moderation is an integral part of the teaching, learning and assessment process in school. It is conducted regularly and evidence of this process provided to the Leadership Team. Moderation allows teachers to benchmark judgements, ensuring that their judgements and standards are consistent and that outcomes are reliable. Moderation is a collaborative process and involves teachers from other year groups and potentially cross key stages, especially at the end of the academic year. All moderation should relate to the national curriculum programmes of study and the teacher should be able to provide demonstrable evidence which supports their judgements of a child's attainment.

Reporting to parents

We recognise the role that parents have in supporting children with their learning and value our parents' commitment to their child's education. The school informs parents three times yearly about the progress and attainment of their child. This happens during two formal parent evenings (held in the Autumn and Spring terms) and through the end of year academic report. For those children who have sat statutory assessments, results are made available with the end of year academic report. Parents have the right to request further information about their child's academic progress and assessment data. Should such data be requested by parents, teachers are required to explain the assessment data to the parent(s) and provide an explanation of the significance of this information.

SEND

Assessment is a key part of the teaching and learning process for all pupils, including those with SEND. Day to day formative assessments allow teachers to inform next steps in teaching for those with identified SEND needs. We recognise as a school that progress of those children with SEND will be in line with their abilities and as a result may be smaller steps. Teachers should record the progress of those children with SEND using Insight; a child's IEP and the use of PIVATs will also provide evidence of the progress that a child has made. A class teacher should have a discussion with the SENCO as to whether the child sits a summative assessment and what access arrangements need to be put in place so that the child can be successful in sitting the assessment. For those children sitting statutory assessments, the guidelines outlined in the DfE's Accessing and Reporting Arrangements should be followed.

Reception Classes

In the Early Years Foundation Stage (EYFS), teachers comply with the requirements outlined by the Department for Education to assess the children's' progress towards the Early Learning Goals. In line with statutory requirements, from September 2020, children will be assessed on entry into the EYFS and within the first six weeks of starting school, the Baseline Assessment. The Class Teacher will conduct a one to one assessment with each child, lasting approximately 20 minutes which will assess early skills in the areas of mathematics and literacy, communication and language.

Ongoing assessments against each of the ELGs are recorded using the Insight system. Teachers use a range of assessment strategies including discussions with children, key questions and observations to assess children's learning. Key milestones in learning are recorded as part of each child's learning journey and parents are an integral part of the process through our Tapestry System.

At the end of the academic year, Reception teachers will complete the EYFS profile, this is a statutory assessment of children's development. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.

Impact

Through a clear understanding of the school's assessment intention, consistent implementation and high expectations of what our children can achieve, we aim for the following outcomes:

- ☐ Children will have the opportunity to demonstrate their understanding, be supported in achieving their next steps and be able to celebrate their achievements.
- ☐ Teachers will have access to valuable information which enables them to plan highly effective sequences of work which offer both challenge and support to learners.
- ☐ Teachers will be able to demonstrate the impact that both formative and summative assessments have had on children's progress. They will be held accountable for the progress that the children in their class have made. Teachers are also clear on what assessments they must conduct and the intended impact of these.
- ☐ Leaders and governors will have access to timely and useful data that can be used to drive forward improvements in teaching and learning, challenge underperformance, celebrate success and evaluate the overall effectiveness of the school.

Monitoring and Review

The Assessment Lead is responsible for monitoring the implementation and impact of this policy and reviewing it to ensure it remains effective and leads to improved outcomes for children.

The Leadership Team monitor children's overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

This policy will be reviewed every three years or earlier if necessary.