



# **Abingdon Primary School**

## **Assessment Policy**

Reviewed: January 2026  
Due: January 2028

## **Intent:**

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in Abingdon Primary School
- provide clear guidelines for the implementation of the policy
- make procedures clear for monitoring and evaluating assessment practices to ensure consistency throughout key stages
- define clear responsibilities in relation to assessment

## **The objectives of assessment in our school:**

- Enable all individual pupils to make progress in their learning
- To track individual and vulnerable groups progress
- Help all children to demonstrate what they know, understand and are able to do
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- To allow teachers to plan effectively, reflecting the needs of each child
- Include reliable judgements about how learners are performing, related, where appropriate to age related expectations.
- To provide information to set appropriate targets for groups and individuals
- Enable us to involve parents in their child's progress
- To provide the headteacher and governors with information that allows them to make accurate judgements about the effectiveness of the school.

## **Roles and Responsibilities:**

Teachers, teaching assistants and learning support assistants are responsible for carrying out summative and formative assessments. Where appropriate, outcomes will be shared with pupils as part of an ongoing dialogue about their learning progress. Teachers are responsible for tracking pupil progress and reporting to the headteacher and/or the deputy headteacher in pupil progress meetings. They should inform parents and carers as well as providing the assessment leader and subject leaders with tracking information and actions.

## **Implementation:**

### **Key features of assessment:**

#### **EYFS**

As each child enters the Foundation Stage staff will use the baseline assessment to assess the age range children are working 'within' across the EYFS 17 areas of learning; this will then form their 'baseline' assessment. Throughout the year, children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up and evidenced in their learning journeys

### **Assessment for learning (formative assessment)**

Assessment for learning focuses on how children learn and is central to daily classroom practice and planning. To keep a consistent approach, teachers will use conversational marking to assess the children and then use this to directly inform planning, teaching and learning. Peer assessment is also encouraged throughout the school.

Each foundation subject has key learning documents alongside any units which summarise the learning and support in assessment of those subjects. This is used termly to track those children who have met/not met AREs. In maths, teachers use White Rose documentation to help track children's small steps of progress. For writing, teacher's use independent writing as a way of tracking progress – they have assessment criteria to judge the writing against. In reading, teachers assess the children in their phonics lessons and in KS2 through reading gems lessons.

### **Assessment of learning (summative assessment)**

This involves judging pupils' performance against the national age-related expectations. Teachers form these judgements at the end of each term using a combination of tests, book scrutiny and moderation. Subject leaders and the SLT are part of the moderating and book scrutiny process. Years 1-6 class teachers use White Rose termly tests for maths and NFER for reading. Year 2 and 6 also use the past SATs papers.

### **Statutory tests and assessments:**

Statutory, formal assessment procedures and examinations exist to measure attainment against national standards – now measured as age related expectations. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England.

These formal assessments currently include:

#### **An end of Early Years Foundation Stage assessment.**

We monitor how well pupils are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development (GLD) and those who we need to give additional help.

#### **Year 1:**

The Phonics Screening Test at the end of Year 1 which assesses pupils' phonic skills as part of early reading.

#### **End of Key Stage 1 (Optional)**

School continue to draw on test data and teacher assessments to help assess whether pupils are making progress and are achieving national age-related expectations in reading, writing, mathematics and grammar, punctuation and spelling. At Abingdon, we both moderate internally and externally(at network meetings). Teachers moderate writing which gives a judgement as to whether they have met the national age-related expectations or not.

#### **Year 4 Multiplication Check**

Year 4 children all sit a multiplication check in the Summer term of Year 4. This is to assess their knowledge and fluency of times table facts. The check is online and via the government website.

#### **End of Key Stage 2**

Pupils take statutory tests that assess whether they have achieved national age-related expectations in reading, grammar, punctuation and spelling and mathematics. At Abingdon, we both moderate internally and externally. Schools are externally moderated for writing every 3 years. Teachers moderate writing which gives a judgement as to whether they have met the national age-related expectations or not.

### **Key Stage SATs Analysis:**

The Head teacher, Deputy Head teacher and SLT analyse end of Key Stage results using SATs results and teacher assessment. This informs the School Development Plan, subject leaders use it to form their action plans which identifies and addresses gaps in learning which need to be addressed.

### **Marking: (Refer to Marking policy)**

We have a marking policy that is implemented throughout the school. Teachers/TAs mark in purple pen. Pupils respond to the teachers marking in green. We recognise that it is very important that pupils receive effective feedback, questioning and challenge and that they have the opportunity and responsibility to improve their work, correct misconceptions and errors. Teachers mark work with the children and address misconceptions. Teachers mark independent work for pupils to respond and improve.

### **Pupil Progress Meetings:**

Pupil progress meetings are designed so that individual pupils' progress and progress of vulnerable groups can be discussed with the Headteacher, Deputy and SENDco. This ensures accountability. Pupil progress meetings happen termly once summative assessment has been collated. Teachers complete tracking prior to the meeting, highlighting interventions, actions and areas of concerns. SLT and subject leaders will then be involved with the monitoring process to ensure actions are having an impact and also to offer any support to class teachers.

### **SEND Provision maps:**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Teachers are responsible for creating a provision map for SEND children. This is then reviewed and monitored by SEND co-ordinator. SEND children working below AREs also have a tracking grid to monitor progress. This is again monitored by the SENDCo and undated termly

### **Tracking:**

All pupils are tracked throughout the year using Insight Online Pupil Tracking System and are discussed at pupil progress meetings. We follow Insight's tracking system.

Well Below  
Just Below  
Expected  
Above

As well as the above system, to show progress and be able to identify gaps we have created a tracking sheet that assesses and records children in each class on what they have been taught rather than the end of year expectations.

### **Transition:**

- End of year reports for parents and carers
- Transition meetings for parents and carers at the beginning of the new school year
- Teacher's transition meetings. Teachers meet with the class teacher before and after them e.g. year 3 teacher would meet with the year 2 and year 4 teacher. These meetings are to discuss each pupil and to agree with the assessment judgements that has been made for each pupil. This is also a time when future actions and possible interventions are discussed.
- Transition days for all children in the summer term
- Y6 transition day for high school

### **Reporting to parents & carers:**

We have a drop-in parent evening at the beginning of the school year.

We have parent/carer meetings in the second autumn term and in the second spring term where progress, achievements and next steps are shared and discussed about individual children. Parents and carers receive a pre-parents evening report in the Spring and an end of year report in the summer term. We also have an open-door policy for parents to be able to discuss their child's progress.

### **Monitoring, Moderation and Evaluation:**

The Head teacher, Deputy Head teacher and SLT will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 writing is moderated within local cluster meetings; Key Stage 2 tests are marked externally and assessments are moderated every 3 years by the LA, writing is also moderated within local cluster meetings.

**Written by C Flanders/S Spendlow (Deputy Headteacher/Headteacher)**

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