

Newall Green Primary School Assessment Policy 2025



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Contents

1. **Intent**
2. **Implementation** - Maths & Literacy Assessment
3. Individual Needs
4. Pupil Record Sheets on SIMS
5. Reporting to parents
6. End of Key Stage Assessments (SATS)
7. Non-core assessment
9. Early Years Foundation Stage Assessments
9. **Impact** - Monitoring of assessments

1. Intent

The purpose of this policy is to outline the assessment arrangements for pupils in our school. We believe assessment should enable children to be successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

To make our assessments we:

- Use Assessment for learning
- Set clear targets in conjunction with the pupil
- Use a clear system for giving feedback through marking so that pupils are clear about their next steps
- Encourage peer assessment and self-assessment, so children can become reflective and self-managing.

2. Policy Implementation - Assessment of Literacy and Maths

We use a combination of NTS test papers and teacher assessment to assess children in Reading and Maths in KS1 and KS2. This means that assessment is consistent in all year groups throughout school.

These test results are then uploaded on to 'Boost' (NTS assessment analysis) and SIMS. KS1 optional SATs are also used in the summer term of Year 2.

The assessment levels assigned are:

+, = and – for each year group.

For example for Year 5

5+

5=

5-

These grades are assigned cumulative points on SIMS so that progress can be tracked.

NTS tests are undertaken towards the end of each term with Teacher Assessment at the end of the previous half-term. The results of these tests and the gaps that are highlighted can then be addressed in the teaching throughout the following term. Year 6 also use the KS2 SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards.

Maths Assessment

In addition to the NTS Termly test, Year 4 undertake the statutory Multiplication Tables Check in June each year. White Rose End of Block assessments are also taken after each unit has been taught. These are used to inform planning and identify gaps in children's knowledge and understanding.

Each half term Years 2-6 complete a times table test (paper test for Year 2/3 and using Times table rockstars soundcheck for Years 4-6). Scores are uploaded onto SIMS to monitor progress in times tables.

Ready to Progress tests are also used at the start of each year to identify gaps from the previous year to inform teacher planning or intervention as required.

Reading Assessment

In KS1, and with children who are below age-related expected for Year 2, children are assessed using the Read Write Inc Online Assessment system at the end of each half term. The children are then grouped according to this assessment for the RWI reading teaching. The results are used to create excel sheets which inform the teachers of the gaps in phonic knowledge. NTS assessments are used from Year 2 (children who are off the RWI programme) to Year 6 and are administered termly.

Phonics Assessment

In Year 1 the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. The test is repeated in Year 2 for those children who fail the test in Year 1.

Grammar assessment

SPAG test papers are taken alongside the NTS Reading test in Years 1-6. Year 1 do NTS tests in Spring and Summer.

Spellings & key words assessment

In EYFS and KS1, spellings are taught, assessed and tracked through the Read, Write, Inc programme. Once children have completed the Read, Write, Inc programme, spelling is taught through Spelling Shed. Spelling Shed teaches spelling by combining phonics, morphology, etymology, and orthography to provide a research-based, multi-layered approach.

Spelling in KS2 is taught through a phased approach:

Phase 1: learning new words.

Teachers introduce the spelling rules, patterns, and word families for the week, often incorporating an etymology element. Pupils are given the opportunity to learn new words and understand their meaning whilst exploring the spelling rules and patterns.

Phase 2: practice

Support pupils to commit spellings to their long-term memory through a variety of independent and teacher led, multisensory activities.

Phase 3: assess

Spellings are assessed to make sure that pupils are on track to spell new words and previously taught words. This is recorded for each pupil.

Phase 4: revisit

Previously taught words as well as misspelt words are reviewed and revisited with low-stakes testing to recall previously taught spellings.

Alongside the Spelling Shed programme, the National Curriculum Statutory words are taught, assessed and tracked through key word trackers. Using the phased approach, spellings are revisited and practised through regular low-stakes testing and reinforced through activities such as dictation and handwriting activities.

Records are kept to show the progress of each child in their spelling and key word assessments so that previously taught and misspelt words can be revisited regularly to develop fluency in spelling.

Writing assessment

In KS1 and KS2 children's writing is assessed once every half term. The children complete units of writing which build up to independent pieces of writing in their Literacy books known as 'hot writes'. These pieces are assessed against the year group assessment sheets which are used to identify any gaps in order to inform teaching.

At the start of every academic year and at the end of each term, a 'cold write' is completed. Cold writes are a stand-alone piece of narrative, linked to a picture, which the children complete without any scaffolding or support from the teacher.

When making judgements against the assessment sheets, teachers will use the range of 'cold' and 'hot writes' to assess the children's grammar, spelling, handwriting and composition. The assessment sheets are used to help identify children's targets which are highlighted and kept at the back of children's books.

Teachers analyse the writing assessment sheets and use them to inform their planning and intervention groups. Year 6 also use the SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards.

3. Individual Needs

Identifying, assessing and monitoring children with special educational needs is the responsibility of the class teacher. Please see our SEND policy for more information. Children who do not access NTS tests and main stream teaching are assessed using B-squared. This is a detailed programme which breaks down the National Curriculum steps into smaller steps so that small amounts of progress can be seen and measured.

4. Pupil Record Sheets

- Records of attainment in core subjects are kept on SIMs and these are tracked and monitored on a half-termly basis for all core subjects from Nursery up to Year 6.
- Teachers are responsible for putting data for their class on Boost (for NTS papers) and Sims each term.
- Non-core subjects are tracked and monitored on a termly basis. Teacher assessments are recorded on SIMs.
- Half-termly PPM meetings (Pupil Progress Meeting) are used to target children who are not working at the level required for a child of the specified age, whether above or below. These are led by a member of the Senior Leadership Team; discussions are held around how provision will be targeted to ensure that progress remains good.
- SLT are responsible for tracking the percentage of children on track. Phase leaders should also be aware of the % on track for each class in their phase.
- Phase Leaders are responsible for allocating Teaching Assistants to intervention groups and assigning pupils accordingly.

5. Reporting to parents

- Parents receive one written report a year. In the reports the teacher will refer to the progress a child has made and if they are at the expected level for a child of their age.
- Teachers meet with parents twice per year to discuss their child's progress.
- Parents of children in the Nursery and Reception classes receive a report based on the Early Learning Goals in the Foundation Stage Profile.

6. End of Key Stage Assessments (SATS)

End of key stage NC assessments (SATS) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Year 6 teachers set a range of work throughout the year to enable them to assess the children's attainment. This work is often carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Internal moderation is used to validate teacher assessment across the school. Moderation also takes place across the Wythenshawe cluster schools.

7. Non-core assessment

Children are assessed using objectives from the National Curriculum. A range of evidence is used including scores from Half-termly Knowledge tests, pieces of written work as well as the children's verbal responses in class. Teachers use codes on SIMS to show what level each child is working at. The assessment levels assigned are:

Above
At
On track
Working Towards
Below

Teachers record levels each term. Non-core PPM meetings take place once per term and are led by a member of SLT. Please see individual subject policies for more information on assessment.

8. Early Years Foundation Stage Assessments

Assessment is essential to ensuring children make progress. As stated in the EYFS Framework (2025), 'ongoing assessment (also known as formative assessment) is an integral part of the learning and development process'. Our accurate assessment relies on us getting to know our children well and understanding their achievements and interests. Practitioners draw upon their knowledge of a child to make a professional judgement about their stage of development. The EYFS Framework does not require physical evidence to be kept for each child but some evidence is kept if teachers feel it will support their assessment of a child. Discussions with parents and carers also supports teachers with their assessments.

The Reception Baseline Assessment (RBA) is now a statutory requirement. It is a short assessment, taken in the first six weeks in which a child starts reception. This is completed with the class teacher and the child via an online portal. If additional children join the provision throughout the year, having not been in another school in the UK, the assessment needs to be completed with them in their first six weeks of joining our school.

Additionally, during the first few weeks of the academic year, teachers in Nursery and Reception assess the ability of each child using an internal baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The children are assessed on an ongoing basis and their levels are recorded at the end of each term in addition to the baseline assessment. We also conduct phonics assessments each half-term.

At the end of the Reception year, we record each child's level of development against the 17 Early Learning goals as Emerging or Expected. We do not report an Exceeding judgement to the Local Authority but as a school we do identify children who are working beyond the EYFS.

We have a strong internal moderation process and teachers meet regularly to ensure validity of assessments. Teachers have formal opportunities to agree assessment judgements with others; in addition to daily informal conversations. During moderation meetings we discuss the development of an individual child, or group of children. The discussion also includes reference to the three Characteristics of Effective Learning. Year group leaders or the EYFS lead will decide on a focus for the moderation meeting each half term.

9. Impact - Monitoring of assessments

The Senior Management Team will monitor data alongside children's work samples on a half-termly basis during PPMs (Pupil Progress Meetings). This will include monitoring of the validity and reliability of assessments and checking levels awarded are consistent throughout the school. Phase leaders will also hold assessment moderation meetings each term so that marking and assessment systems within each year group, and between the prior and future year groups are consistent.

Actions will be then be put in place for those pupils who are struggling to make progress. A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy. Care is always taken to ensure that assessment does not overload teachers and is purposeful in that it improves outcomes for pupils.