



Assessment Policy

Status	Approved
Date Approved	September 2026
Review Date	September 2025
Head Teacher	Miss S French
Chair of Governors	Mr J Dunmore

Adaptation of <Insert model policy information>

Statutory policies are approved and ratified by the Governing Body and the approval of policies are recorded within the minutes of the meetings.

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Holwell Primary School and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 (Appendix 1) and the Holwell Primary School vision and values.

This policy works alongside

- The School's Curriculum Statement and the key right that 'All children have the right to learn.'
- Feedback Policy.
- Curriculum Statement
- SEND Policy (SEND Information Report)

The Assessment Coordinator (Head Teacher) is responsible for ensuring that the Assessment Policy is followed by all stakeholders across the school under the direction of the Head teacher.

The purpose of assessment

We assess so that:

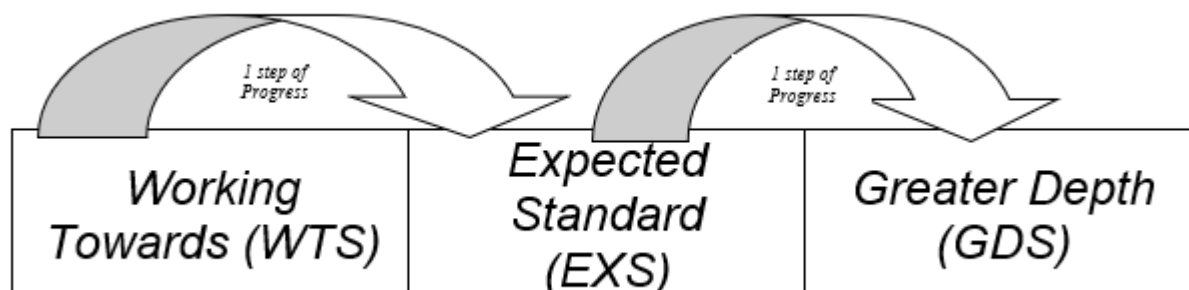
- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.
- To enable smooth, informed transitions between years and key stages.

Assessment at Holwell

Assessment at Holwell follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are disengaged, they will not demonstrate what they know, understand and can do in their work. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning.

Aspirational Expectations

At Holwell, we aim for pupils to make two steps of progress each year through the three attainment grades.



Below is an example of an expected pathway through the attainment grades.

Example	Base line for Year 1	End of Autumn Term Year 1	End of Spring Term Year 2	End of Summer Term Year 2	Base line for Year 2
Child A	<i>Child ended reception at WA ELG</i> <i>Child is ready to access Y1 curriculum</i>	<i>Child will be at Year 1 WTS</i>	<i>Child will remain at Year 1 WTS as they are being taught the remaining Year 1 curriculum.</i>	<i>Child will be at the expected standard and have a secure knowledge of the Year 1 curriculum.</i>	<i>Child will enter Year 2 at Year 1 EXS. They have progressed into Year 2 with a secure knowledge of the Year 1 curriculum and are ready to access the Year 2 curriculum.</i>
Child B	<i>Child ended reception at WA ELG</i> <i>Child is ready to access Y1 curriculum</i>	<i>Child will be at Year 1 WTS</i>	<i>Child will make accelerated progress and will be at the expected standard and have a secure knowledge of the Year 1 curriculum.</i>	<i>Child will make accelerated progress and will show a greater depth knowledge and understanding and of the Year 1 curriculum.</i>	<i>Child will enter Year 2 at Year 1 GDS. They have progressed into Year 2 with a deep and secure knowledge of the Year 1 curriculum and are ready to access the Year 2 curriculum.</i>

Forms of Assessment

There are three broad, overarching forms of assessment, each with its own purposes:

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular, short, tests or assessment tasks
- Feedback and marking of pupil's work

In-school summative assessment, for example:

- Reviews for pupils with SEND
- Termly Assessments (NFER Assessments) at three 'Check points'
- Half Termly Curriculum Assessments for foundation subjects (In house tracking system)
- Short weekly tests in spellings and timetables.

Nationally standardised summative assessment, for example:

- Reception baseline and EYFS Profile: Best practice decrees that children should be assessed at the beginning of both Nursery and Reception classes through a Baseline assessment. This is presently

non statutory. During the year they are continually assessed using the Early Years Outcomes. At the end of Reception they have a statutory assessment using the Foundation Stage Profile. This creates a baseline for entry into Key Stage 1.

- Year 1 phonics screen & Year 2 phonics rescreen
- National Curriculum tests at the end of Key Stage 2: At the end of Key Stage 2 (Year 6) the children have a final statutory assessment, which is a set of standard assessment tasks (SATS). The areas assessed are reading, grammar/punctuation/spelling and mathematics.

These assessments are externally marked and bench marked. Writing, speaking and listening and science are teacher assessed. All statutory assessments are published by the DfE as part of a report known as ASP (Analyse School Performance) and by Ofsted as part of their IDSR (Inspection Data Summary Report). All assessments are shared with parents termly – as part of Parent Consultations or within the Annual Pupil Report.

Assessment Cycle

All assessments are scheduled through the year to ensure that they are used to inform teachers planning and to ensure that misconceptions and gaps in learning are addressed. The Assessment cycle is available on the school website.

Standardised Tests

At each assessment drop, the children will be assessed against the key skills, knowledge and understanding appropriate for their age as set out in the Primary Curriculum. Judgements will be made by using teacher assessment and standardised test results. Results will be entered into Arbor using the codes below;

Code	Explanation
BLW	Child is working below the standard for their age.
WTS	Child is working towards the expected standard for their age
EXS	Child is working at the expected standard for their age – child is working at the expected standard.
GDS	Child is working above the expected standard for their age – child is working at Greater Depth.

Pupils in 6

Pupils in year 6 are assessed using a set of criteria called TAFs (teacher assessment frameworks) alongside Statutory National Assessments (SATS). In these years, teachers track pupils using these criteria with appropriate targets set.

Pupil Progress Meetings

Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term.

These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age-related expectations are discussed and extension work put in place as appropriate. Teachers complete a review sheet using Herts data prior to this meeting (appendix 3)

Communicating with Parents about Learning and Assessment

Parents are kept up to date with their children's progress through termly academic reports and during consultation evenings where children's work, achievements and next steps are discussed. Children are invited to attend these meetings.

Parents are provided with a more in-depth written report at the end of the summer term. In each written report, children's learning is described according to how securely they have learned the curriculum for their age so far that year. In the summer term, more information is given which details the children's achievements in all curriculum areas.

Assessment of children with SEND

Children with SEND at Holwell Primary School are reviewed in relation to the progress they make across the year. Where appropriate, pupils on the SEND register may complete standardised assessments aligned to the academic level at which they are currently working, which for many may be significantly below their chronological age. Comparing attainment to age-related expectations can be discouraging and disengaging, as it often fails to reflect the meaningful progress these pupils make. In many cases, such reporting shows little movement, despite high levels of effort, commitment, and engagement in learning.

For this reason, Holwell Primary School prioritises measuring progress rather than attainment. Pupils with SEND are assessed against their individual baseline starting points within the year. For example, a child with a chronological age of 8, working at a Year 1 level on entry to Year 3, may progress to working at a Year 2 level by the end of the year. Although still below age-related expectations, this represents a full year's progress (equivalent to three assessment points), clearly demonstrating learning gains. This approach recognises the child's achievements, reflects the impact of high-quality teaching and support, and enables both parents and pupils to celebrate progress meaningfully.

Progress for all pupils, including those with SEND and Education, Health and Care Plans (EHCPs), is tracked at three key points throughout the academic year. Class teachers take part in termly Pupil Progress Reviews (PPRs) alongside Senior Leaders, Year Group Leaders, and Subject Leads. Class teachers retain responsibility for the progress of all pupils on their register, including those accessing interventions or learning outside of their year group, ensuring accountability and a consistent focus on pupil outcomes.

Progress measures for pupils without an EHCP

- All pupils without an EHCP, including those at SEN support, are expected to make 2 points progress per Year
- If a child has not made 1+ point of progress across the term, this will be highlighted in pupil progress reviews. Next steps are discussed, these may include: tutoring, intervention groups, involvement of the SENCo, or further assessment using GL-Assessment tests.
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Progress measures for pupils with an EHCP in place

- Pupils are expected to make measurable progress from starting points. This may be in line with whole school expectations or be adjusted to reflect their level of need.
- Pupils are set ambitious and individual targets in line with their primary need through a multi-professional team approach.
- Progress is tracked through termly PPR and class teachers and leaders will discuss progress against that individual's progress measure.

SEN PRIMARY NEED	How are SEND targets written?
Cognition and Learning	Teachers select academic targets from the school's assessment program, Target Tracker. These targets are then closely monitored by school staff throughout the term.
Nurture/Emotional Literacy	Targets will be set through 2 key pathways: 1: ZOR/Colour Monsters sessions outcomes 3. Bespoke targets for children accessing Learning Mentor 4. Bespoke targets for children accessing ELSA intervention 5. The Learning Mentor will write a report at the end of the intervention and monitor progress using the SDQ 6. The ELSA therapist will write a report at the end of the intervention and monitor progress using the SDQ
Speech, Language and Communication needs Including Autism	School will note specialist teacher guidance on the teaching, resources and environment of the educational setting. All reports and recommendations will be circulated to parents.

	Bespoke targets for children accessing in-school Sp&L sessions. Speech and Language Assistant will write a report at the end of the intervention and monitor progress using NHS Sp&L assessment.
Where a child has one of the above needs as stated in an Education Health and Care Plan (EHCP).	Annual targets are agreed at the Annual Review meeting and written up by the SENDCo. Parents/carers of pupils with an EHCP will be invited in for a termly meeting to review SEND targets and progress with a member staff linked to their child. The purpose of this meeting is to set clear outcomes and review progress towards them.

Assessment of Children within University of Warwick (Internal Alternative Provision)

At Holwell Primary School, we believe a personalised assessment journey for children receiving a personalised curriculum within an internal alternative provision is essential to ensuring every pupil can thrive. Our approach centres on understanding each child as an individual, recognising their unique strengths, needs, and barriers to learning. Assessment is continuous, holistic, and responsive, moving beyond standardised measures to include observations, pupil voice, practical achievements, and social and emotional development.

We work collaboratively as a staff team to set meaningful, achievable targets that reflect each pupil's starting point, celebrating progress in all its forms—academic, personal, and behavioural. This flexible approach allows us to adapt teaching and support in real time, ensuring that learning remains engaging and relevant. By prioritising wellbeing, confidence, and resilience, we create a nurturing environment where pupils are supported to succeed and are prepared with the skills they need for future learning and life beyond alternative provision.

Moderation of summative assessment

- All teachers moderate pupils work in English and Maths for children at age expected levels and attend cluster moderation meetings to cross reference.
- SEND pupils included in termly pupil progress reviews which take place with the phase leader.
- SEND target setting is moderated by the SENCo and Senior Leadership Team in advance of being shared with parents. Parents are then able to have further input if necessary.

Formative assessment

- Daily marking of pupils books using red pen.
- Verbal feedback and an observational comment.
- Response comment to be made if the child is able to access. To be answered in a green pen by child.
- Time is given to child to respond with TA or teacher and built into subsequent lesson.
- Amending planning in accordance with formative assessment in the classroom, teacher observation, support staff feedback, evidence in books, children's comments from success criteria and feedback and feed forward sections of the lesson.

Record keeping and evidence

Every child with a statement of SEND or an Education Health Care Plan has an SEND file from the point of the child being identified and instigating statutory assessment.

These files are electronic and held on Arbor and Sharepoint. They contain:

- Education Health Care Plan
- Annual Reviews
- APDR paperwork
- Tracking of progression through Arbor Target Tracker.
- Reports from outside professionals
- Meeting notes
- Evidence against APDR targets being met.

Annual Reviews

Pupils with an EHCP will have an annual review to review progress. At an annual review the following documents may be shared:

- SEND APDR explaining individual's child progress in relation to their diagnosis and any other needs they have. Interventions that have been put in place to support that child.
- Arbor Tracker data.
- External professional reports
- Appendices of pupil view documents, Positive Management Plan, Support Plans, photos, observations, work from books to show.

The Role of the Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results. This analysis will include reference to ASP, FFT, IDSR and in school data.

Governors will provide challenge for the school and will meet regularly with subject leads to review progress.

Monitoring the Policy

This policy is designed to ensure that children's needs are reflected in planning and teaching across the school and that whole school improvement is effective. The policy will be reviewed every two years or sooner in light of changes from the DfE.

- Appendix 1: DfE Assessment Principles
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment Principles.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment_Principles.pdf)

*Policy written by Head teacher
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