

Newbold Church of England Primary School

Assessment Policy Version 6



Review: K Marsh October 2025

Approved: GB October 2018

Signed: Chair of Governors via Schoolbus

Signed: Headteacher via Schoolbus

Next Review: October 2026

“By nurturing academic achievement and social development in a supportive Christian environment, we will cherish individual talents and abilities, enabling everyone at our school to successfully fulfil their potential.”

Nurture

*Encourage one another and build up each other, as indeed you are doing
1 Thessalonians 5:11*

Cherish

*Jesus said "Love one another. Just as I have loved you, you should also love one another."
John 13:34*

Succeed

*Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up
Galatians 6:9*



Statement of intent

At NCS we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

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1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2025) 'Primary school accountability in 2023: technical guide'
- DfE (2024) 'What academies, free schools and colleges should publish online'
- DfE (2024) 'What maintained schools must publish online'
- STA (2025) 'Key stage 2 assessment and reporting arrangements'
- STA (2025) 'How to report maladministration of primary school assessments'
- STA (2025) 'Key stage 2: test administration guidance'
- STA (2025) 'Multiplication tables check: administration guidance'
- STA (2025) 'Phonics screening check: administration guidance'
- STA (2025) 'Optional key stage 1 test administration guidance'
- STA (2025) 'Optional key stage 1 tests: modified test administration guidance (MTAG)'

This policy operates in conjunction with the DDAT Assessment strategy and the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Early Years Assessment Policy
- Behaviour Policy

- Marking and feedback Policy
- Data Protection Policy

2. Key roles and responsibilities

- 2.1. The Local Trust Committee (LTC) members have overall responsibility for the implementation of the Assessment Policy and procedures.
- 2.2. The LTC has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- 2.4. The headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

- 2.5. The SLT is responsible for collecting and interpreting assessment data for all pupils and analysing effectiveness of the provision that has been put in place, using local, national and school level assessment data.
- 2.6. The special educational needs coordinator (SENDCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing IEPs and managing statutory assessment.
- 2.7. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and writing IEPs.
- 2.8. All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.
- 2.9. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 2.10. Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

3. Training of staff

- 3.1. We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 3.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive annual training as part of their development.

4. Definitions

- 4.1. Newbold Church School accepts the following definitions for the purpose of this policy:

"Assessment" is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities which assess final achievement at the end of the year.

Teacher assessed/TA assessed marking: A strategy which identifies one positive comment/star next to the work (where appropriate) related to learning objectives/WILF, and one note (where appropriate) where the WILF was not met/or a suggestion/question to encourage further thinking (step up).

5. Types of assessment

5.1. Newbold Church School acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

5.2. Types of assessment carried out include (but are not restricted to):

- Oral feedback
- Self-assessment
- Peer assessment
- Targeted questioning
- Formal assessment of writing using DDAT materials
- Written feedback that links to assessment criteria
- Use of standardised reading tests
- NTS materials
- Scholastic materials for reading
- Use of examination materials
- Use of tests built into schemes (e.g. Read, Write, Ink)
- Monster SAT's Y6
- PSC

5.3. Teachers will provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. Refer to the Marking Policy for more details.

6. Scheme of assessment

6.1. National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Newbold Church School has implemented a range of assessment procedures which addresses assessment without levels.

Please consult the scheme of assessment and assessment cycle documents in Appendices B, C, and D for further information.

6.2. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations. We utilise the following formal summative assessments:

- Writing assessment materials used across DDAT
- Interim assessment materials
- NTS reading tests
- Rising Stars SPaG tests
- Sample examination materials

- Intervention assessment materials (e.g Precision Teaching)
- Monster SAT's Y6
- SPAG.com for Y6
- White Rose materials

7. Target setting

- 7.1.** Pupils complete diagnostic assessments in July and using the results of the diagnostic assessments, pupils' mastery of the subject will be judged as 'emerging', 'emerging +', 'developing', 'developing +', 'secure' or 'secure +' for a particular stage OR will follow FFT (A+, A, A-, N+, N, N-, W+, W, W-, B+, B, B-, PK's. At KS1 there is only an option for B not B- and B+). This information is then used to develop a target for the pupils to meet at the end of the following year.
- 7.2.** Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria and appropriate materials including formative footprints.
- 7.3.** Stepped, short-term and medium-term targets that lead to the long-term learning goals are agreed with pupils and are clearly displayed in age-appropriate language in individual folders/ kept in books. Pupils have targets for reading, writing and maths. In reading the whole school (except EYFS and Y1 Autumn term) follow the same targets, appropriate to their age.

8. Tracking and reviewing progress

- 8.1.** Formative and summative assessment milestones are recorded electronically using FFT at the end of each full term. National curriculum objectives are only recorded as emerging, developing or secure OR using the FFT (A+, A, A-, N+, N, N-, W+, W, W-, B+, B, B-, PK's. At KS1 there is only an option for B not B- and B+). In order to master an objective, pupils must be able to demonstrate that they have:
- **Learned the skill/concept**
 - **Practised the skill**
 - **Applied the skill**
 - **Applied the skill/knowledge in a different context**
- 8.2.** Pupil progress meetings for each year group are scheduled half-termly and focus on:
- **Reviewing the progress of all pupils.**
 - **Identifying and monitoring cohorts of pupils that are underperforming.**
 - **Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.**
 - **Selecting intervention strategies to implement as a team to tackle barriers to learning.**
 - **Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.**

These meetings are devised in the following way:

Autumn 1/Spring 1 – Names Not Numbers meeting – staff share the names of children they are concerned about not being on target to make at least expected progress by the end of the full term

9. Homework

- 9.1. Homework is given weekly. Further detail of homework arrangements can be found in the school's Homework Policy.

Year group	Typical task	Frequency
Reception	Flashcard of new word sounds are given to practise at home. Pupils will also take home a sheet to practise the formation of the selected letter. Revision of keywords. Reading homework.	As new words are learned. Teachers will judge when pupil is ready to undertake homework. Once commenced, revision of keywords will be expected as new words are learned. Reading homework is set daily.
Year 1 and 2	Reading for 10-15 minutes. Spellings are given to learn. Maths (online)	Daily Weekly Weekly
Key Stage 2	Reading Spellings are given to learn. Maths (online) Additional homework will be given to Year 6 in preparation for SATs. (E.g online SPaG tests)	Daily Weekly Weekly

- 9.2. Homework tasks are set in line with curriculum objectives and age-related expectations for each year group. Allowances will be made for children with specific learning needs, as deemed appropriate.

10. Marking and feedback

- 10.1. Marking of pupils' work will follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved.
- 10.2. Marking and feedback will directly relate to subject specific assessment criteria. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 10.3. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work if required.
- 10.4. Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).
- 10.5. Marking and feedback strategies include:
 - Verbal feedback/teacher check
 - Teacher/TA assessed
 - Peer-assessment
 - Self-assessment.
- 10.6. When marking work, teachers identify patterns of spelling and grammar mistakes. When marking 'ch' is used to indicate to the staff that the child has not successfully answered/completed some/all of what has been asked of them
- 10.7. The quality of pupils' work is rewarded and sanctioned in line with the Rewards and Sanctions Policy.
- 10.8. Achievement is rewarded in some of the following ways but is not exclusive to:
 - Work Stickers
 - Target stamps
 - Team points
 - Certificates
 - Celebration assembly

11. Records and record keeping

- 11.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

Examples may include: lesson plans, pupil work and work books, assessment/target trackers, pupil progress meeting records and reviews, Use of Brakenfield/Formative footprints for pupils with SEND and the Early Years Foundation Stage Profile (EYFSP).
- 11.2. At the early years foundation stage, each child's developments and achievements are recorded in the EYFSP which is based on teachers' ongoing observations and assessments.

11.3. Summative assessment records, such as key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

11.4. A selection of pupil's books formative assessment records, such as pupil work, are held for one year.

12. Standardisation and moderation

12.1. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- **Collaboration with colleagues**
- **Partnership with colleagues from other schools within the local area**
- **Trained moderator of writing on the teaching staff team**
- **Attendance at LA/DDAT sessions to ensure judgements are in line with other schools/academies**

13. Reporting

13.1. Records promote and ensure the following:

- **Positive home/school relationships**
- **Information for parents/carers**
- **Opportunities for discussion with parents/carers**
- **In some cases, information for partnership agencies**
- **Targets for pupils**

13.2. For pupils at the end of key stage 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

13.3. Parents/carers are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring/Summer terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times. SEND parents meetings are set up to share IEP's and targets.

13.4. Class teachers or the headteacher may invite some parents/carers for interview if required.

13.5. The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report.

14. Policy review

14.1. This policy is reviewed annually by the senior leadership team in partnership with the LTC and curriculum leaders. Any necessary changes are made and communicated to all members of staff.

14.2. The scheduled review date for this policy is October 2026.

Appendix A – Marking guidance

This guidance on marking forms part of the whole-school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to pupils in order to raise standards of attainment.

Formative assessment and focussed marking:

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess pupils' progress in relation to planned learning objectives and to identify pupils' strengths and gaps in their skills/knowledge. If next steps are given they should be shared with the child, in an age-appropriate way, in order to provide with them with information about where they are in relation to this aim and the steps necessary to achieve the aim (as appropriate).

'Next steps' information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of pupils with similar gaps in learning.

Writing

Focussed marking of pupils' writing should relate to either the specific learning objective, or the next step target for each pupil (as appropriate).

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for pupils and will rarely lead to an improvement. Up to three spelling/grammatical errors may be corrected. The purpose of correcting these is to inform the teacher of the children who need extra support with spellings and grammar. The children are not expected to make any changes to the piece of work.

Maths

The main purpose for marking maths work is to identify whether pupils have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers should assess the steps needed to enable pupils to make further progress to develop the children's learning.

Other subject books

Marking should be judged against the learning objective and teachers should be mindful of the child's ability in English to ensure high standards are maintained in all subjects.

Self-assessment

Teachers should provide regular opportunities for pupils to assess their own work and the learning of their peers (age appropriate). This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another pupil's work).
- Self-evaluation
- Highlighting and annotating their own or a peer's work to demonstrate appropriate use of text features.

Appendix B – Assessment materials, tools and tests

Reading	• Focussed marking • Pupil observations • Book/work scrutiny • Reading Strategy records tests • Teacher-planned comprehension tests/activities • Phonic phase assessments • Read Write Ink assessments • NTS materials • Monster SAT's Y6
Writing	• Focussed marking • Pupil observations • Book/work scrutiny • Writing assessment using DDAT agreed writing assessments – a minimum of two pieces of writing should be assessed each half term period • Moderation (internal and external) of writing • Phonics assessment (spelling of high frequency words, observation of spelling of graphemes/alternative graphemes) • Results of class tests (weekly spelling tests) • Use of SPaG materials • Use of interim assessment materials
Maths	• Focussed marking • Pupil observations • Book/work scrutiny • Summative tests • NTS materials • Monster SAT's Y6 • White Rose assessment materials

Appendix C – School assessment schedule

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 PHONICS TRACKER IS USED THROUGHOUT THE YEAR TO MONITOR PROGRESS IN PHONICS	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – PM Benchmark	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – PM Benchmarking	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – PM Benchmark	PPM Data NTS materials
Y2 PHONICS TRACKER IS USED THROUGHOUT THE YEAR TO MONITOR PROGRESS IN PHONICS	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials
Y3	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials
Y4	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials
Y5	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials	NNN meetings Maths - use teacher judgement and evidence from work in class Reading – Scholastic (if appropriate)	PPM Data NTS materials
Y6	NNN meetings Maths - use teacher judgement and evidence from work in class	PPM Data NTS materials Maths – Past paper	NNN meetings Maths - use teacher judgement and evidence	PPM Data NTS materials Past Papers for Maths, Reading and SPAG		

	Reading – Scholastic OR Monster SAT's	Reading – past paper SPAG – past paper	from work in class Reading – Scholastic OR Monster SAT's	
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Autumn one	- On entry data for EYFSP in reception. - Class profiles updated and end of year targets set. - Parents'/carers' consultation meetings. - Pupil progress meeting - NNN
Autumn two	- Class profiles updated. - Individual and class intervention trackers produced. - SEND intervention trackers reviewed. - Pupil progress meeting.
Spring one	- Class profiles updated. - Individual and class intervention trackers produced. - Pupil progress meeting - NNN
Spring two	- Class profiles updated. - Individual and class intervention trackers produced. - SEND intervention trackers reviewed. - Pupil progress meeting. - Parents'/carers' consultation meetings.
Summer one	- Year 6 SATs. - LA SATs moderation meetings for Reception and Year 6. (If applicable) - Class profiles updated - Individual and class intervention trackers produced
Summer two	- End of year reports produced. - PSC (Y1 and any from Y2 who are repeating) - MTC (Y4) - Prepare class hand-over folders. - Class profiles updated. - Individual and class intervention trackers produced. - Pupil progress meeting.

The assessment cycle

