



Assessment Policy
2026-2028



'Together We Grow'



Assessment Policy

Reviewed April 2026

This policy outlines the purpose, nature and management of assessment at Emmaville Primary School. Assessment compliments and assists learning and enables evaluation of current practice. At Emmaville, we believe the key purpose of assessment is to help our children learn and to be able to support their achievement and progress.

Aims of Assessment

Through our assessment and reporting practice, we aim to

- Enable pupils to understand what they have to do to reach the end of a lesson, topic, academic year and key-stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support, fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give pupils effective feedback so they know what they have done well and what they need to do to improve.
- Enable all pupil groups to make effective progress across a broad, rich curriculum.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Use internal and national data to inform our School Improvement Plan to make whole school teaching improvements.

Principles of Assessment

The principles that underpin assessment at Emmaville Primary School are:

Children have an entitlement to an assessment process which

- Accurately identifies and tracks their progress
- Highlights strengths and difficulties, together with strategies to manage them
- Raises the expectation of success and celebrates a broad range of achievements
- Provides reliable and credible information to support progression in learning
- Is motivating and actively involves children in review and target setting.

In our school, teachers have an entitlement to assessment and recording procedures which

- Are based on clear and shared criteria
- Are manageable, sustainable, consistent and useful
- Meet statutory requirements
- Support quality teaching and learning
- Yield reliable and valid assessment

From our school, parents have an entitlement to assessment and reporting practices which

- Highlights their child's success and progress
- Identifies weaknesses and explains how they will be addressed
- Provides them with opportunities to review and discuss their child's achievements
- Involves them in helping to meet learning targets
- Ensures information about their child is detailed, specific and easy to understand

How We Assess

At Emmaville, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-School Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis, through questioning, observations, marking, finding gaps, misconceptions and tailoring teaching accordingly. Every lesson, children are assessed against the learning objective, success criteria, self-assessment and sometimes peer assessment.

Early Years Foundation Stage (EYFS) carry out ongoing assessments throughout our Early Years setting whereby practitioners use the Birth to 5 Matters and Early Learning Goals (ELGs) as part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice to identify where a child may be in their own developmental pathway and the tracking and communication platform - Tapestry - is used daily. Tapestry provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

In-School Summative Assessment

Our school uses a selection of tests in English, Grammar and Punctuation (GPS), maths and reading termly across the school, which are age appropriate and in line with national curriculum requirements and our Pupil Progress Assessment systems. Appropriate testing provision, dependent on need, is put in place to ensure our SEND children are not at a disadvantage. This information is used to evaluate how much a pupil has learned at the end of a teaching period both at the end of a term and the end of an academic year.

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information for all stake holders on how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include

- Two-year-old checks
- Reception base line assessment and EYFS profile at the end of reception.
- Phonics screening check in Year 1
- Year 4 online Multiplication Tables Check (MTC)
- National Curriculum tests for Key Stage 2 - Year 6

Collecting and Using Data

- Children in Reception and Key Stage 1, are assessed half-termly to track phonics and reading progress. Children are grouped from the results of these assessments and are tracked against expected progress in the Read, Write Inc (RWI) programme.
- Children in Key Stage 2 are assessed at the beginning of each academic term in reading using Star Assessments which inform the use of our Accelerated Reader platform. Children are also assessed in reading comprehension during guided reading sessions which happen thrice weekly. From Year 1 onwards, children complete a termly NFER reading comprehension and results are tracked using an online portal which gives children a reading age and highlights key misconceptions.
- In maths, children are assessed at the end of each unit of work using a combination of formative assessment questions and the National Centre of Excellence in Teaching Mathematics (NCETM) assessment materials. Each maths lesson begins with a quick recap of arithmetic questions and questions from previous units visited.
- In writing, children are assessed at the end of a unit of our Talk for Writing programme. These assessments are made using GAP (Gateshead Assessment Profile) materials where children's attainment is measured against 'Pupil Can' statements.
- Science is assessed using teacher and peer assessment through a dual objective process of science models and skills.
- RE - Discovery RE end of unit assessments are included in the scheme.
- Non-core subjects, including DT, art, history, geography, MFL, PE, Music, PSHE and Computing are assessed termly using a proforma which highlights those children not meeting age related expectation (ARE) and are passed to the next class teacher so that planning can reflect their additional needs. The proforma also contains information which highlights any specific additional provision required for our SEND children; it also highlights any higher attaining students.

Subject coordinators track foundation subjects to ensure that progress of knowledge and skills is systematically built upon.

Pupil progress analysis sheets are completed by teachers for reading, writing and mathematics at the end of each term. The Headteacher and Assessment Coordinator meet with the teachers from each of the year groups to track and plan appropriate interventions and targets for all pupils below ARE. They also compare the progress rate of different groups of children e.g. Pupil Premium children, SEND children, etc. This information is then used to help plan to raise standards for both individual children and for groups of children identified as not making adequate progress.

Parents attend parent consultation meetings twice per year and receive an interim report. A full annual report on the children's achievements and progress is provided in the summer term whereby parents have the opportunity of a follow-up meeting and/or to comment on their child's report.

Inclusion

As outlined above, assessment plays an integral part in identifying the individual needs of children. Our assessment arrangements and processes are rigorous and able to target and measure all learning needs. It enables children with SEND, and for whom English is an additional language to be given a different curriculum that meets their needs.

Support plans for children with SEND are updated on a termly basis, prior to pupil progress meetings, where they are then shared and discussed with our SENDCo and subsequently shared with parents.

Children who excel, or who have extensive prior knowledge of a topic, are also identified and this information is incorporated into future planning to ensure that there are extension opportunities provided for those children.

Training

All teachers are kept up to date with developments in assessment relating to local, national or international advances. Time is given to subject leaders to monitor and moderate work. Outside training providers are also used and any relevant remote learning opportunities shared. The assessment coordinator attends all relevant courses to stay up-to-date with current practice. Assessment moderation, for all year groups, takes place within school and with other schools in our area. All new ECT are shown how to use our assessment system.

Date for review: April 2028