

Assessment Policy



September 2026

To be reviewed annually or as required

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Appendix 1: Assessment Cycle

Aims

- To benchmark the school against local and national standards
- To evaluate whole school effectiveness
- To identify whole school professional development needs
- To ensure that underperforming groups of children are effectively identified to allow appropriate intervention
- To report clear and concise information to teachers, parents, governors, LA and the DFE
- To integrate assessment into our planning and teaching to inform future learning that challenges pupils from starting points.
- To give children regular performance feedback and develop a child's contribution to, and ownership of, their learning

RANGE OF ASSESSMENT

We assess, report and record the children's progress in four ways:

Formative Assessment

This is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning

We do this by marking children's work using a whole school approach that encourages an ongoing dialogue through question and feedback in which the children are supported in a self-review of their work.

The marking takes the form of:

- Verbal feedback which engages the child in constructive dialogue designed to support, encourage and challenge – see marking policy
- Written feedback which focuses on the child's success and next steps with opportunities for pupil response in green pen – see marking policy
- Assessment for learning - The school has a commitment to AFL strategies which are used to gather pupil understanding and inform teaching
- Success Criteria / Steps to Success which allow children to benchmark their own performance against national expectations

Diagnostic Assessment

These are the ongoing measures which help us diagnose the child's individual learning profile:

- a) Marking and feedback (see Feedback Policy)
- b) Target Grids held in the back of literacy and numeracy books that track progress to end of year objectives
- c) Ongoing observation of the children across the school, but used with particular reference to the Early Years Foundation Stage Learning and children on the SEN register

- d) Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables, cold writing / hot writing
- e) End of Unit reviews undertaken in Humanities and Science to evaluate pupil learning, skill acquisition, and academic achievement at the conclusion of the half term topic learning
- f) IEP Targets which diagnose and set targets for SEN Support children
- g) Class Context meetings held at the start of the year to set up strategies and interventions for achievement
- h) Pupil Progress meetings which are held twice a year and are used to review progress, strategies and intervention to ensure continued personalised learning
- i) On entry assessment of mobile pupils undertaken by class teachers/SLT to ensure immediate and appropriate provision
- j) Reading Programmes (Daily Supported Reading and Destination Reader) tracking progress of reading

Summative Assessment

These are measures which register the children's learning at a certain point in time. We also use them to track the children's progress through the school and target underachievers.

- a) Baseline Assessment which we administer at the beginning of Nursery (school defined) & Reception (school defined and national assessment) as well as for children transferring mid-year from another school. This gives us our first measure of the child's achievement and alerts us to their future needs
- b) Mid-Year and End of Year assessments which benchmark the children in reading, spelling/ grammar and numeracy. The data is added to class tracking sheets and the progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings
- c) Cognitive Ability Tests which are undertaken by children at the start of Year 6 as part of the Local Authorities process of allocating places at Secondary Schools. These consist of three short online tests and give predictions of likely end of KS2 outcomes banded according to ability

Evaluative Assessment

These are measures used to benchmark the school against other schools nationally and in Hackney and to set targets for school improvement. We do this by:

- a) Key Stage 2 end of year assessments which measure the school against national and local standards and shows year on year achievement
- b) Foundation Stage Profiles which assess Nursery and Reception children against the early learning goals
- c) Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2

- d) Multiplication Tables Check. The purpose of the **MTC** is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions.

Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment.

- A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year
- Children's exercise books should always be kept according to relevant policies such as presentation, handwriting and marking
- Class teachers keep all assessments for the current year. At the end of the year SLT make arrangements for the assessments to be passed on to the next teacher or another relevant body, and facilitate pupil handover meetings

All data is kept on Arbor and on tracking sheets on the shared drive. A data booklet is compiled after both data collection points, (Autumn and Summer).

- A review is written after each data collection point (Autumn and Summer) and details the progress of key groups, classes and year groups and makes recommendation on moving forward for whole school, individual year groups and children. The review is shared with the governors
- Target grids are used as an ongoing record and these are kept in the back of children's books
- Pupil Progress reviews produce class context documentation every term

Inclusion – SEND – EAL

Children on SEN Support are fully included in assessment and all their assessments are in line with whole class assessments (Wave 1) and in line with the pre-emerging grids (Wave 2).

All pupils with an Educational Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which outlines additional provisions they receive, when and by whom. Pupils identified with significant additional need and evidence is being gathered to support an application for an Educational Health Care Plan (EHCP) will also have IEP targets.

The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments, the teacher, parents/carers general knowledge of the child and in discussion with the child.

EAL pupils benefit from a wide range of AFL strategies in place and assessments are undertaken in line with whole class assessments.

Looked after children (LAC) have a Personal Education Plan (PEP) which sets personalised targets. The PEP forms part of their assessment.

Most Able Pupils

The 2014 National Curriculum states that “the expectation is that the majority of pupils will move through the programmes of study at **“broadly the same pace”** and that “pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems **before any acceleration through new content”**. There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their

understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for most able children is based around depth and breadth of application. The table below illustrates how teachers can plan for the ‘**Deeper**’ learning:

Depth of learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support/ Quantity	Typically, pupils will...
Basic (Remembering)	- Low level cognitive demand - Involves following instructions	Modelling Explaining	Instructional e.g. Steps to Success	Acquiring	High / Some	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise
Advancing (Understanding / Applying / Analysing)	- Higher level of cognitive demand. Involves mental processing beyond recall - Requires some degree of decision making	Reminding Guiding	Guidance e.g. Remember to include...	Practising	Medium / Most	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare
Deep (Evaluating / Creating)	- Cognitive demands are complex and abstract - Involves problems with multi-steps or more than one possible answer - Requires justification of answers	Coaching Mentoring	Learner generated	Deepening understanding	Low / All	Solve non-routine problems, appraise, explain concepts, hypothesis, investigate, cite evidence, design, create, prove

When planning questions teachers might consider Bloom’s taxonomy higherachy of questions which will support them in planning for deepening learning questions.

The Assessment Cycle at Orchard, Southwold and Hoxton Garden

In Brief:

- Two summative assessment periods: December and early June for pupils in Years 1,3,4,5
- Half termly checks and gap analysis then Statutory Assessments in May for pupils in Year 2 and 6
- Termly check for Year 1 and 2 phonics check
- Half termly check for mathematics timestable check
- Baseline established in September then continuous observation and check with a summative assessment in June for pupils in Early Years
- Pupil Progress Meetings in January and late June
- Interim Class Context & Review Meetings in September and March

(See annual timetable on next page)

EYFS to Year 6

September	Class context & intervention meetings Y1-6 (Inclusion Team) EYFS Baseline	- Using June data new class teachers establish class need using pupil and groups data - Focus on provision for individual pupils below expected - Identification of focus children - Provision map reviewed - Data used to set performance management targets - Groups analysis to inform provision - From this point continuous observations recorded in pupil assessment folders benchmarked against EYFS framework expectations & recorded & analysed on SIMs
October	EYFS Class Context Meetings Year 2 & 6 Progress Reviews	- Using baseline data class teachers establish class & group need - Focus on provision for individual pupils below expected - Identification of focus children (approx. 1/3 of class) - Provision map reviewed - Data used to set performance management targets - Following of test timetable and gap analysis to track pupil progress - Vulnerable pupils identified and targets set
December	Data Collection Week (Curriculum Team) Year 2 & 6 Progress Review Phonics Check	- Data gathered for R,W,M,GSP, Science and EYFS 6 month progress measures for June to December established using target grids - Cohort and groups data sets compiled - EYFS progress check - Moderation meeting - Termly reporting to parents - Following of test timetable and gap analysis to track pupil progress - Vulnerable pupils identified and targets set - Check undertaken for pupils in Year 1 and Year 2 retakes a
January	Pupil Progress Meetings (Inclusion & Curriculum Teams)	- Pupil and Cohort progress measured - Discussion for key groups: PPG, Most Able, SEND - Focus on pupils not making progress & those below expected - Provision map reviewed
February	Year 2 & 6 Progress Reviews	- Following of test timetable and gap analysis to track pupil progress - Vulnerable pupils identified and targets set
March	Mid-Point review of interventions for profile children (Inclusion Team) Phonics Check	- Evaluation of impact of interventions and any issues arising from provision - Book review of progress of focus children - Review of support if needed - Termly reporting to parents - Check undertaken for pupils in Year 1 and Year 2 retakes
April	Year 2 & 6 Progress Reviews	- Following of test timetable and gap analysis to track pupil progress - Vulnerable pupils identified and targets set
May	End of Key Stage SATs KS1 and KS2	- Statutory assessments for Reading, Writing, Maths, Grammar, Spelling, Punctuation & Science undertaken in Year 2 and 6 - Outcomes for Reception children summarised against each area of learning and reported
June	Data Collection Week (Curriculum Team) Year 1 Phonics Check Year 4 MTC	- Data gathered for R,W,M,GSP, Science - Annual progress measures established - Using Target Grids & summative tests - Cohort and groups data sets compiled - Provision map reviewed - Year 1 Phonics check undertaken within statutory timeframe. Repeat Y1 phonics test for underachievers - Year 4 MTC check undertaken within statutory timeframe.
June (late)	Pupil Progress Meetings (Inclusion & Curriculum Teams)	- Pupil & Cohort progress measured - Focus on pupils not making progress & those below expected - Provision map reviewed
July	Handover meetings	- Summative data passed on to new class teacher - Performance management targets reviewed - Termly reporting to parents