

<b>Adopted by Governing Body:</b>	
<b>Approved by Governing Body:</b>	
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## Rationale

The purpose of this policy is to outline how we measure, monitor and evaluate pupils' attainment and achievement to ensure effective progress and improved outcomes for all learners. This document informs how we measure, monitor and evaluate our pupils' attainment and achievement ensuring effective progress and improving the outcome of all our pupils.

This policy aims to:

- Make clear our vision of assessment at Ingleton Primary School
- Provide clear guidelines for implementation
- Ensure transparency in monitoring and evaluating assessment practices
- Define responsibilities for assessment across the school
- Provide clear definitions and purposes for different types of assessment

## Fundamental Principles of Assessment

At Ingleton Primary School, assessment should:

- Measure, evaluate and support children's learning
- Be fair, relevant and meaningful
- Be inclusive and reflect diverse learning needs and starting points
- Allow all children to demonstrate knowledge, understanding and skills
- Relate to shared learning objectives
- Inform future planning and reflect the effectiveness of teaching
- Include reliable judgements linked, where appropriate, to national standards
- Provide meaningful, motivational feedback
- Enable effective monitoring of progress
- Improve outcomes and support all children to reach their potential
- Enable parents to be involved in their child's progress

## Types of Assessment

The best forms of assessment result from frequent ongoing dialogue and interactions with children.

Assessment at Ingleton Primary is not based solely on test outcomes; progress is recognised as non-linear.

We use two main types of assessment:

- **Formative Assessment**
- **Summative Assessment**

## Formative Assessment

Formative assessment takes place daily and is integral to teaching and learning. Teachers use subject progression documents to sequence knowledge and skills, and each lesson begins with retrieval of previously taught content to identify gaps before moving on. Each lesson starts with a recap of previous taught knowledge/skills to check understanding and identifying gaps before moving on.

Formative assessment includes:

- Questioning
- Mini-tasks
- Low-stakes quizzes
- Verbal and written responses
- Live feedback during lessons

- Retrieval practice (recent and spaced)

Teachers adapt lessons and future planning based on formative assessment, ensuring misconceptions are addressed and learning is reinforced or extended.

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### **Summative Assessment**

Summative assessment occurs at the end of a unit, term or year and evaluates what pupils have learned relative to objectives and national standards. A summative assessment may be a written test, an observation, a conversation or a task.

Summative assessments:

- Provide attainment information for individuals and cohorts
  - Support tracking of progress
  - Inform parents and governors
  - Identify pupils requiring additional support or challenge
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### **Assessment in Core Subjects (English, Maths, Science)**

#### **English (Reading, Writing, GPS)**

##### **Reading**

- **Reception–Year 2:** Half-termly Little Wandle phonics and reading assessments
- **Year 1:**
  - Statutory Year 1 Phonics Screening Check administered in June
- **Year 2:**
  - Pupils who did not meet the expected standard in Year 1 complete the Year 2 Phonics Screening Re-check (June)
- **Years 2–5:** End-of-term NFER Reading assessments
- **Year 6:** Practice SATs (autumn/spring) and statutory KS2 Reading SAT in May
- Ongoing formative assessment through guided reading, comprehension tasks and retrieval activities

##### **Writing**

- **Years 1–6:** Teacher assessment each term using year-group Writing Assessment Frameworks
- Moderation occurs internally and across cluster schools

##### **Grammar, Punctuation & Spelling (GPS)**

- **Years 3–5:** End-of-term NFER GPS assessments
  - **Year 6:** Practice SATs and statutory KS2 GPS SAT
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#### **Mathematics**

- **Year 1:** Termly teacher led maths quiz
  - **Years 2–5:** End-of-term NFER Maths assessments
  - **Year 6:** Practice SATs (autumn/spring) and statutory KS2 Maths SATs
  - **Year 4:** Statutory Multiplication Tables Check (MTC) in June
  - Ongoing formative assessment through retrieval practice, fluency checks, reasoning tasks and problem-solving
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#### **Science**

- **Years 1–6:** End-of-unit PZAZ Science assessments, including:
    - Retrieval quizzes
    - Practical application tasks
    - Concept-based end-of-unit challenges
  - **Year 6:** Teacher Assessment (TA) for Science reported as WTS or EXS
  - Formative assessment through questioning, observation, practical enquiry and vocabulary checks
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### **Assessment in Foundation Subjects**

Assessment in foundation subjects is proportionate, meaningful and aligned with curriculum intent. Each subject uses a combination of formative and summative assessment appropriate to its discipline.

#### **Formative assessment may include:**

- Retrieval quizzes
- Exit tickets
- Verbal responses
- Practical tasks

- Observation of skills
- Low-stakes questioning

**Summative assessment may include:**

- End-of-unit tasks
- Short written or practical challenges
- Concept checks
- Vocabulary assessments
- Project outcomes

**Teacher Recording**

For each foundation subject, teachers:

- Record whether pupils are Working Towards, At Expected, or Above Expected for age-related expectations
- Identify pupils not meeting ARE
- Provide targeted support and adapt planning accordingly
- Track progress across the year to ensure gaps close

**Monitoring and Reporting of Results**

Individual pupils and groups of children are monitored and their progress is tracked to inform future planning of interventions.

Parents are informed of their child's attainment using the following standards:

- **WTS** – Working Towards
- **EXS** – Expected Standard
- **GDS** – Greater Depth (not applicable in Y6 Science)

**Statutory Reporting Includes:**

- **Year 1 Phonics Screening Check (June):**  
Parents receive their child's score and whether they have:
  - Met the standard
  - Not met the standard
- **Year 2 Phonics Re-check (June)** for pupils who did not meet the standard in Year 1
- **Year 4 Multiplication Tables Check:**  
Parents receive the score (no pass mark indicated) and school comparison to national data from previous year.
- **Year 6 SATs:**  
Reading, Maths and GPS results reported in July

Governors receive regular updates on attainment and progress across all year groups in termly FGB meetings.

**Roles & Responsibilities**

**Teachers & Teaching Assistants**

- Carry out formative and summative assessments
- Share outcomes with pupils
- Record and report assessment information
- Identify pupils needing support or challenge

**Assessment Leader (DHT)**

- Ensure consistent use of tracking systems
- Collate summative assessment data
- Ensure staff are familiar with assessment policy and standards
- Carry out termly pupil progress meetings with each class teacher

**Headteacher**

- Monitor standards across subjects
- Analyse progress and attainment
- Identify vulnerable groups
- Report to governors

**Headteacher & Assessment Leader**

- Hold teachers to account for pupil progress

**Subject Leaders**

- Ensure assessment practice is consistent within their subject
- Monitor standards and assessment accuracy
- Support staff with subject-specific assessment

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**Monitoring, Moderation & Evaluation**

- The Headteacher and Assessment Leader ensure the policy is implemented
  - Policy and practice are reviewed annually
  - Regular moderation of writing (internal and cluster)
  - Moderation of Science and foundation subjects through work scrutiny and discussion regularly in staff meetings. Subject leaders carry out learning walks, pupil voice and/or lesson observations to monitor assessment of their subject.
  - Adjustments to practice are made in response to findings and national updates
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