

Thornton Primary School



Assessment Policy 2026-2029

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2026 **and will be reviewed again in Spring 2029**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
 Independence Enthusiasm Equality
Responsibility Empathy
 Confidence Perseverance Care
Aspiration
 Respect
Pride Tolerance
 Teamwork Challenge Integrity
Enjoyment



Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This is done in partnership with the children.

Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements
- raise standards and achieve excellence

The school uses the Symphony on Track, Little Wandle Phonics assessment tracking, NTS Reading and mathematics (Y2 – Y5) and past SATS assessments alongside formative teacher assessments for assessing pupils' progress. This data then feeds into the school tracking systems (Boost Insights and Insight assessment tracking).

Thornton Primary School Tracking & Mapping Systems

At Thornton Primary School, we have the following tracking documents upon which teacher assessments are recorded (see also Assessment Timetable on Page 7):

- Maths Tracking (Insight/NTS Boost Insights)
- Reading Tracking (Insights/NTS Boost Insights)
- Writing Tracking (Insight)
- Foundation Stage Profile progress tracking (Insight)

Maths Specifics:

- Mental Maths Tracking
- Lemon Curd Tracker (number facts)
- Strawberry Jam Tracker (multiplication facts)
- Symphony Assessment System Records (SOT) to aid teacher assessment
- Standardised Test Trackers (NTS Boost Insights)

English Specifics:

- Reading Records including Little Wandle Phonics Heat Maps in R/Y1
- Standardised test trackers (Insights for Writing and Insights/Boost Insights for Reading)
- Phonics Trackers
- Spelling tracking
- Symphony on Track (SOT) writing assessment grids recorded onto Insight

More in-depth analysis of groups can be found in the Insights tracking system.

All information is recorded electronically – minimizing the use of paper

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books. Formative assessment underpins the school's **Marking & Feedback Policy** and will be evident in high quality marking of pupils' work.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, periodic tests or at the end of a unit of work. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupils. Summative assessments account for the vast majority of the documents indicated on the previous page.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo. QCA tests also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this.

Assessment in the Foundation Stage

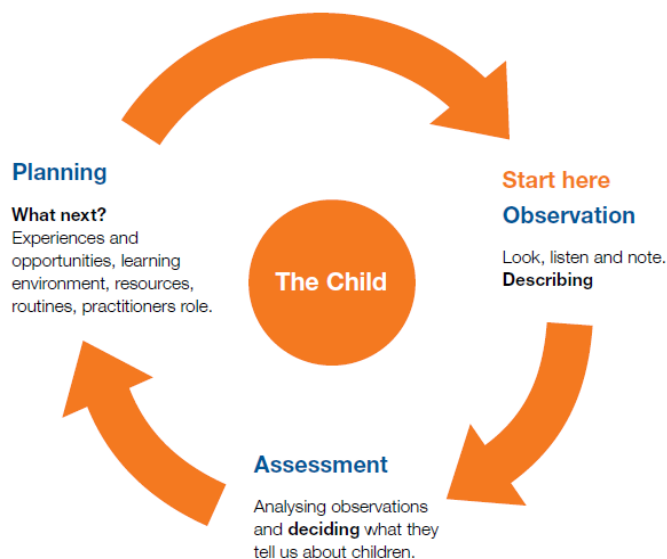
On entry to the school, children will be assessed using the Reception Baseline Assessment (RBA). They will also be informally assessed against the non-statutory guidance in 'Development Matters in the Early Years Foundation Stage (EYFS)' (see www.early-education.org.uk). This links to assessments against the EYFS Profile.

Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed on an on-going basis to ensure that the next steps in learning are appropriately planned in order to help children make progress. Summative assessment: In the final term of the Reception year, and no later than 30 June in that term, the EYFS Profile must be completed for each Reception child.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development will be recorded against the assessment scales including the

Early Learning Goals. Judgements are derived from observation of a child's consistent, independent behaviour, predominantly in self-initiated activities. Staff will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile



On-going **formative assessment** is at the heart of effective early years practice.

We:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (**observation**).
- Observe what children can do to help identify where the child may be in their own developmental pathway (**assessment**).
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance in 'Development Matters - 2023' (**planning**).
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**).

The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications

Records and Record Keeping

Teachers use records (mainly electronic) to share pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Moderation records
- Assessment results on the trackers identified on page 2
- EYFS Profile
- EYFS Learning Journeys
- Development Matters
- SOT tracking/recording sheets
- Pupils' Learning Journeys

In the Symphony On Track, pupils' attainment in Reading, Writing and Mathematics is measured against end of year expectations. Pupils are given an assessment grading of WTS (working towards the standard), EXS (working at the expected standard) and GDS (working at a greater depth).

Standardisation/Moderation

The process of moderation is an essential part of the assessment. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the Symphony Learning Trust
- By attending Local Authority sessions to ensure our judgements are in line with other schools
- By working alongside Local Authority Moderators who help provide validity to teacher assessment judgements
- By using exemplification materials

Reporting

End of Year Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, twice a year, in the Spring Term (a short summary of attainment and attitude) and at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for literacy and numeracy are also set. Parents are also informed of Teacher Assessment Levels in the core subjects.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal 'parents' evenings' with the teacher during the Autumn and Spring terms. Parents are also offered the opportunity to meet with the class teacher to respond to the End of Year Reports in the summer term. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

In Reception, parents are also invited to a 1:1 consultation session at the very beginning of the year (or the end of the year prior to the children starting school) to help plan for each individual child's specific needs.

Target Setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual Core Development Plan.

The Role of the Assessment Leader

The Head teacher and Assistant Head teacher have the responsibility for the development of the assessment, recording and reporting procedures in school.

The Leaders' responsibilities include:

- maintaining the data collection and analysis systems within the school Assessment Timetable
- contributing to the Core Development Plan
- leading school development in assessment, recording and reporting procedures
- liaison with subject leaders within the school
- liaison with other Assessment Leaders within the variety of partnerships
- attending and leading INSET where appropriate
- keeping Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures will be monitored every three years in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy will be reviewed in line with the school monitoring and review cycle.

Assessment Timetable

More accurate timings to be found on the school diary

	4+	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ongoing	Observations/Recording – Learning Journeys of child initiated learning and adult led learning Assessment against Development Matters and Reception Baseline	<ul style="list-style-type: none"> End of term Data Analysis (including progress of groups) Dec, March, June <ul style="list-style-type: none"> (Reading, Writing, Maths on-going teacher assessment <ul style="list-style-type: none"> Non-Core subject end of topic assessments Thrice Yearly Subject Leader analysis of Assessment Trackers Evidence of Non-Core Subject Achievements in Class Learning Journeys Termly IEP/Support Plan reviews (updated and shared with parents) 					
		Teachers' regular updates to SOT documents for each child in Reading, Writing and Maths					
Beginning of Year	<ul style="list-style-type: none"> Initial Foundation Stage baseline 	Teacher Assessment, ongoing against the SOT end of year expectations	Phonics Tracking 4+ to Y3				
Dec	Updated EFYSP scores	<ul style="list-style-type: none"> NTS Reading/Mathematics (Y2 – Y5) Teacher Assessments in Reading, Writing and Maths (put onto Insights) <ul style="list-style-type: none"> Foundation subjects data entry <ul style="list-style-type: none"> Moderation – writing 					
March	Updated EFYSP scores	<ul style="list-style-type: none"> NTS Reading/Mathematics (Y2 – Y5) Teacher Assessments in Reading, Writing and Maths (put onto Insight) <ul style="list-style-type: none"> Foundation subjects data entry Moderation – writing 					
End of Year	Foundation Stage Profile	Teacher Assessments (Reading, Writing & Maths) Year 1 Phonics Screening	KS 1 National Curriculum Testing to inform teacher assessment Phonics Screening re-tests	<ul style="list-style-type: none"> NTS Reading/Mathematics (Y2 – Y5) Teacher Assessments in Reading, Writing and Maths (put onto Insights) <ul style="list-style-type: none"> Foundation subjects data entry Moderation – writing Year 4 MTC (Multiplication Times table check). 			KS 2 National Curriculum Testing Teacher assessment Writing
<p>Year 6 completion of Mock tests shared with SLT – September, December, January. Completion of SOT to be passed on to the next class teacher for Writing.</p>							

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their

learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Monitoring

Our assessment co-ordinator (Head teacher/Assistant Headteacher) are responsible for monitoring the implementation of this policy. The co-ordinators use this time to inspect samples of the children's work, to check records, to interview pupils and to observe the policy being implemented in the classroom.