

HAYES MEADOW PRIMARY SCHOOL

Be the Best We Can Be



ASSESSMENT POLICY

2026/27

Our Vision for Assessment

We believe in the statement that all forms of assessment should be used to improve teaching and learning.

At Hayes Meadow Primary School we believe that the best forms of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgements of pupil progress and are what should inform planning and teaching. We recognise that progress in pupils is not linear and therefore children should not be judged solely on the basis of a test.

Assessment Principles

- All forms of assessment should be used to improve teaching and learning.
- Assessment at Hayes Meadow is a shared responsibility and is integral to high quality effective teaching and learning and precisely matched to the curriculum. All teachers and teaching assistants are responsible for the progress of pupils at the school and our assessment process drives better teaching. This is because we use the outcomes to provide 'appropriate challenge' for all the children so that they can make continuous, and where necessary, accelerated progress in their learning. Assessment opportunities are used to ensure pupils are 'on track' to achieve their end of year expectations as described in the National 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.
- Our assessment process has been designed to apply to all pupils. It is inclusive of all abilities and free from bias.
- We are open and transparent with pupils and parents/ carers regarding the process and results of assessment at Hayes Meadow as successful outcomes are reliant on the strength of these relationships. Beyond this, we actively initiate external moderation opportunities with other schools and independent organisations to aid the self-evaluation of our own accuracy.
- Assessment outcomes provide meaningful and understandable information for pupils, parents/ carers, teachers, school leaders and governors, government and agents of government.
- Assessment is simple to use and understand.

How are we assessing at HAYES MEADOW?

At HAYES MEADOW we have designed our curriculum and assessment procedures in line with the National Curriculum. Other influences have come from the work within Focus Education and other publications to support teaching and learning within the context of our school.

Effectively pupils will be assessed regularly and teachers will use a variety of retrieval techniques within lessons to track pupil achievement. Knowledge and progress will be tracked throughout the year in all subject areas to ensure pupils are able to 'know more and remember more'. Teachers will assess pupils in lessons to ensure they are remembering the 'key knowledge' they need to succeed in each area of the curriculum. Teachers are able to use these formative assessments to adapt their teaching and learning sequence to ensure all pupils are at least 'on track' to achieve the end of year expectations for their year group.

Teachers are held accountable for the progress of all the pupils in their class. Assessment files follow each cohort of pupils throughout school informing teachers of previous achievement and any barriers to learning. Throughout the year progress is measured using our own tracking information and this is used to inform discussions at 'Pupil Progress Meetings'.

As well as ongoing assessment, teachers have summative tests to use each term throughout the year in maths and English. Teachers are able to use these tests results to provide further information on the attainment and progress of pupils. Diagnostic results are produced and used to inform next steps, conversations with SLT at pupil progress meetings and decide on any further support where appropriate.

Pupils will all receive a judgement at the end of each academic year based on their knowledge, skills and understanding of the end of year expectations for their year group.

In Maths and English the judgements will be;

Emerging – pupils are not demonstrating the necessary knowledge and skills to meet the end of year expectations.

Expected – pupils are demonstrating the necessary knowledge and skills to meet the end of year expectations.

Exceeding – pupils are demonstrating knowledge and skills which exceed the end of year expectations.

In non-core areas of the curriculum teachers will use a variety of retrieval methods and pupils work to assess whether pupils have gained the 'key knowledge' for that subject and area of learning. Teachers will evaluate at the end of the unit of learning the pupils who have not met the criteria to ensure on-going work can be taught throughout the year. This learning will be checked at further points during the school year to ensure it has been learnt and in a child's long-term memory.

Nationally standardised summative assessment.

This includes:

- Early Years Foundation Stage (EYFS) profile at the end of Reception.
- Phonics screening check in Year 1.
- National curriculum tests and teacher assessments at the end of Key Stage One (KS1) (Year 2) and the end of Key Stage Two (KS2) (Year 6).
- The Multiplication Tables Check (Year 4).

Nationally standardised summative assessment enables;

- School leaders and teachers to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- School leaders and teachers to understand national expectations and assess their own performance in the broader national context.
- For pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Reporting to parents

Hayes Meadow will inform parents at parents' evenings and via their child's annual report to parents of the current attainment including outcomes of any nationally standardised assessments.

Inclusion

The principles of this policy apply to all pupils including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirement for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

For pupils working below the expected level of attainment, our assessment arrangements will consider progress relative to pupils' starting points and take this into account alongside the nature of the pupils' learning difficulties.

Roles and Responsibilities

Governors

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupils and staff performance by rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently including training and moderation opportunities.

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice.

This policy links with:

- Curriculum policy
- Early years foundation stage policy
- Teachers guide to planning and assessment
- Marking and Feedback Policy