



Ormesby Village Infant and Junior Schools Federation

Assessment Policy 2025

Introduction

At Ormesby Village Infant and Junior Schools Federation, we believe that assessment, and recording are a crucial and integral part of the teaching and learning process. Through the process of rigorous assessment we can do our best to ensure every child becomes a successful and lifelong learner.

Aims

- To ensure that all children make significant and sustained progress in their learning.
- To ensure that groups of children are effectively identified and monitored to allow appropriate intervention.
- To evaluate whole school effectiveness, measuring the value the school is adding to the children's learning.
- To integrate assessment into our planning and teaching to inform future learning.
- To give children regular performance feedback & develop a child's contribution to, and ownership of, their lifelong learning journey.
- To benchmark the school against local and national standards.
- To identify whole school professional development needs
- To report clear and concise information to all stake holders

Range of Assessment Strategies

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

1. Formative Assessment

This is an on-going process which measures the children's learning, informs our teaching, short-term planning and supports the personalization of learning. We do this by:

Marking children's work using a whole school approach that encourages an on-going dialogue through question and feedback. This happens on an on-going basis and involves the children in supported 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.
- Written feedback which focuses on the child's success and next steps with opportunities for pupil response.
- Assessment for learning - The school is committed to assessment for learning strategies which are used throughout lessons, involving children in their own learning and supporting the teacher in future planning/structure & content of the lesson.

- Think pink and polish – Children acknowledging that they have understood teacher comments and polished their work accordingly, creating open dialogue between teacher and child.

2. Diagnostic Assessment

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

a) On going observation of the children across the school, but used with particular reference to stages in the Early Years Foundation Stage (EYFS) and children on the SEN register.

b) Pupil IEPs and pupil class progress books for children on the SEND register which diagnose and set targets for SEND children.

c) Pupil class progress books for ALL children to set ongoing targets for Mathematics and English

c) Pupil progress meetings. Held every term and used to set up strategies and interventions for achievement following an assessment week across the school.

d) On entry assessment of children in the Nursery and Reception classes.

e) Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills. This must include annotated plans, however other methods can be decided by the class teacher, but may include:

- Spelling records
- Reading records
- Post it note files for key achievements
- End of topic or pre-topic statements for groups of children
- Annotated plans
- Self and peer assessment statements

3. Summative Assessment

These are measures, which register the children's learning at a certain point in time, and show how much value has been added to the children's learning. 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 & Reception years. This gives us our first measure of the child's achievement and alerts us to their future needs.

b) Termly assessments and SATs testing which standardise the children in reading and maths, alongside termly writing teacher assessments. The data is added to class tracking sheets and the progress of whole class, significant groups and individual children can be measured to inform pupil progress strategy meetings.

4. Evaluative Assessment

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

a) Optional Key Stage 1 SATs and Key Stage 2 SATs, which measure the school against national standards and shows year on year improvements.

b) Foundation Stage Profiles, which assess Nursery and Reception children against the Early Learning Goals.

c) NTS, Salford or equivalent Standardised Tests to support teacher assessments in all year groups 1-6.

d) Little Wandle Phonic Assessments to aid the Phonics screening in Year 1, which measures the school against national standards, including retakes in Year 2.

e) Multiplication Check in Year 4, with regular mini testing in Years 3 and 4.

f) Daily ten in ten arithmetic questioning with tracked scores and QLA informing staff on areas of development.

g) RWI and/or Single Word Spelling Assessment each half-term.

As a school we will also endeavour to embrace any new assessment methods introduced by the Government.

The Assessment Cycle

Refer to the school's yearly strategic overview, which is available from a member of the Senior Leadership Team. Assessment weeks tend to occur in the week prior to the end of a term or immediately before the end of term holiday.

Documentation

Records and Information passed on from one year group to the next at the end of the Summer Term

- Group Lists (Numeracy, Literacy, Guided Reading, Spelling)

- SATs/Phonics Screening/Multiplication/GLD/QLA test result analysis
- Individual IEPs and Provision Maps (SEN and non SEN)
- Information on More Able, Low Prior Attaining and Middle Prior Attaining pupils
- Reading band information
- Art/Music Folders
- Reading record books (incomplete)
- Assessment folders
- Summary of key skills that have been met in the foundation subjects
- Guided Group reading Folders
- Key skills tracking for core subjects

Records and Information stored centrally

- Tracking information (Pupil Asset)
- PITA records
- NTS or equivalent Standardised records
- SEN records/IEPs/Provision Maps
- School reports
- Medical information/Care Plans
- Parent interview records

Reports

In the Autumn and Spring terms, parents receive a written record of their child's achievement. Furthermore, parents receive a whole curriculum written record of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. Year 2 and 6 SATS results will be reported separately. Children are asked to write a self-assessment statement and parents are encouraged to return a comment slip.

Work and Marking Scrutiny

The Headteacher and subject leaders are responsible for carrying out work and marking scrutinies and keep their own records. It is expected that feedback will be given to all teachers.

Moderation of teacher's levelling is held termly for reading, writing and maths, accessing a network group of schools (Broader Horizons), as well as moderator-led sessions hosted by Local Authority Moderators.

Target Setting

- Whole school curricular targets for different Assessment Foci in Literacy and Mathematics are agreed through rigorous analysis of progress and attainment levels in the Summer Term.
- Governors will work alongside the SLT to set performance targets for Year 6 using data.
- All children will have current targets. Key stage 1 and 2 also have sections for self-assessment.
- Year 2 and 6 make end of year predictions in the Autumn term and Year 5 make predictions for the end of Year 6. These are collected by the Headteacher and feed in to Governor targets and whole school development needs. These predictions also form part of the School Development and Improvement Plan.

Additional Needs (inc. SEND and Pupil Premium)

- EAL children and children on the SEN register are fully included in assessment and virtually all their assessments would be in line with whole class assessments.
- All children with SEN have an Individual Education Plan (IEP) which outlines which provisions they need, that are “additional to and different from those provided as part of the school’s differentiated curriculum”.
- The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments and the teacher and/or parents/carers general knowledge of the child.
- Vulnerable pupils, including SEN and Pupil Premium children are monitored throughout the year to ensure that they are making the expected progress. Each Pupil Premium child has a file where tracking data and important information is stored centrally.
- Progress of SEND children is tracked using a centralised provision map tool whereby intervention data is inputted over time.
- Any further assessment documentation for SEN pupils is stored centrally in their SEN records and monitored by the SENCo.

Links to Other Policies

- Effective Feedback
- SEND
- EYFS

Drawn up/reviewed by: Headteacher

Approved by governors: September 2025

Next review date: September 2026