



St Matthew's Primary School

Assessment Policy

Date Policy Written: September 2025

Review Cycle: Every two years or sooner if required.

Reviewed by SLT : April 2026

Next review date: September 2027

This Policy must be read in conjunction with : SEND Policy, Reading Policy, Equalities Policy & EYFS Policy

Assessment Policy

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Statutory assessments will be undertaken in line with government guidance.

3. Principles of assessment

- Assessment tools used must impact positively on children's quality of education
- Assessment must have a function, be designed to deliver its intended function at a frequency that is helpful to teachers in moving learning on
- High quality, in depth teaching is supported and informed by high quality formative assessment (ongoing assessment)
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- Assessment must support the learning and acquisition of knowledge and skills, ensuring progression as children move through the school
- Assessment supports informative and productive conversations with pupils and parents
- Assessment allows children to take responsibility for achievements and encourages them to reflect on their own progress, understand their strengths and identify what they need to do to improve
- Assessment is inclusive of all special educational needs and disabilities
- Assessment allows early recognition of pupils who are falling behind, potentially needing additional support and those who are excelling

- A range of assessments are used including day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment
- Any recorded assessment information must be purposeful and designed to minimise teacher workload

4. Inclusion

The principles of this assessment 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 requirements 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. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected standard of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of any diagnosed learning difficulties. We use B Squared Progression Steps, an observation-based tracking system, in order to identify and record the ongoing achievements of pupils with Special Educational Needs and/or Disabilities or any child who is working severely beneath age related expectations. These Progression Step assessment statements have been uploaded onto the whole school tracking system, Insight, and so are easily accessible for any teacher to use. These assessments are carried out in line with the whole school assessment systems.

Intent

Our assessment framework is designed to maximise learning, through the accurate evaluation of a child's authentic outcomes. Next steps to learning can then be identified with the challenge accurately pitched. Assessment in all curriculum subjects is ongoing and the outcomes of this assessment are discussed at the end of each topic to identify curriculum changes, progress in learning and to plan next learning steps.

Implementation

Assessment will be undertaken for different functions, in different forms, different frequencies and at different leadership levels. The diagram below shows the structure of formative assessment at St Matthew's Primary School.

Formative Assessment

<p style="text-align: center;">Teacher Level</p> <p style="text-align: center;">(These will be happening each lesson)</p>	<p style="text-align: center;">Subject Leader Level</p> <p style="text-align: center;">(These activities will be completed termly / topically)</p>	<p style="text-align: center;">Senior Leader Level</p>
<p>➡ Planned questions Key questions throughout the learning journey that provide opportunity to show understanding agreed by subject leads)</p> <p>➡ Observations Observing the children's skills being used throughout each subject</p> <p>➡ Pupil Outcomes Identifying what they have learnt in each lesson using hinge questions, plenaries, self/peer assessment and other similar activities</p> <p>➡ Marking & Feedback Through marking and feedback, identifying areas for development, areas where extra explanation is required and next steps</p> <p>➡ Pupil Engagement Within marking and the lesson, reflecting on engagement of children and checking understanding and knowledge for key children who have had less involvement</p>	<p>➡ Pupil Subject Ambassadors Preceding teachers to nominate a subject ambassador of someone who is an enthusiast for that subject to talk about their learning over the next year</p> <p>➡ Google Classroom Portfolios The ambassadors will upload pictures of work from their subject</p> <p>➡ Allocated Subject display boards To showcase learning from across the school in this subject</p> <p>➡ Whole school book scrutinies Looking in each year group for consistency of work levels, teaching levels, standards and progress</p> <p>➡ Planning scrutiny Using planning as the route to assess through planned questioning, activities and progression of knowledge, skills and vocabulary</p>	<p>➡ Pupil focus groups In a come dine with me forum each year one themed discussion will have a curriculum theme and will explore the threads, the learning that has taken place and what they see as their new learning</p> <p>➡ Subject Leadership progress meetings Curriculum lead will meet with subject leaders to discuss their findings before pupil progress meetings for the curriculum once a term</p>

Additional Formative Assessment methods

- Regular monitoring of independent reading through PM Benchmarking progression (Year R/KS1) and Accelerated Reader quizzes (KS2)
- Regular monitoring of times tables learning through 'Times Tables Rock Stars' application.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** 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
 - **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching and identify where interventions or targeted teaching may be required
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

English and Maths

In-school summative assessment strategies in English and Maths at St Matthew's Primary School include, but are not limited to:

Year R (See APPENDIX A)

- On entry 'St Matthew's Baseline' activities
- DfE Reception Baseline Assessment
 - Termly teacher judgements (end of autumn term and end of spring term) in the Prime Areas of learning plus Literacy and Maths (on track with current curriculum, well below or below)
- Recording 'Phonics Phase' each pupil is working within
- Mock Phonic Screen Check (where appropriate)
- Common exception word (tricky words) reading checklists
- Recording reading progression through phonics phases
- Number checklists

KS1 (See APPENDIX A)

- Teacher assessment judgements against the NAHT (National Association of Headteachers) National Curriculum **Key Performance Indicator** statements for writing
- Recording **Bug Club** 'Phonics Phase' each pupil is working within - Phonics Tracker
- Tracking reading progression through Bug Club book band colours (linked to phonics phase)
- Termly 'Rising Stars' NTS (National Test-Style) standardised assessment test in reading taken at the end of each term
- Termly 'White Rose' assessment tests in Maths taken at the end of each term (Y1-Y5)
- KS1 non-statutory tests - Y2 random selection to benchmark Teacher Assessment judgements
- KS1 half termly mock Phonic Screen checks (Y1 and Y2 retests and new pupils)

KS2 (See APPENDIX A)

- Teacher assessment judgements against the NAHT (National Association of Headteachers) National Curriculum **Key Performance Indicator** statements for writing
- Recording **Bug Club** 'Phonics Phase' for any pupils who did not leave KS1 with a secure level of Phonics
- Recording phonics screen test score for any pupils who did not leave KS1 with a secure level of Phonics
- Termly Renaissance Learning 'Star Reading Test' (reading age, scaled score, norm-referenced scaled score, estimated oral fluency) taken within the first two weeks of the start of each term
- Termly 'Rising Stars' NTS (National Test-Style) standardised assessment test in Reading taken at the end of each term
- Termly 'White Rose' assessment tests in Maths taken at the end of each term (Y1-Y5)
- Half termly multiplication tables judgement
- Mock SAT papers
 - Year 6 (dates on whole school overview)

Foundation Subjects

In-school summative assessment strategies in Foundation Subjects at St Matthew's Primary School include, but are not limited to:

Teacher Level	Subject Leader Level	Senior Leader Level
<p>📌 Celebration Session This session will happen at the end of each topic and will have a variety of activities to check children's knowledge of all subjects within the topic</p> <p>📌 A3 Transition tracking To support transition between year groups a column will be added for foundation subjects to be identified as strengths or areas of development by exception</p>	<p>📌 Curriculum transition meeting This takes place after the last pupil progress meeting of the school year and is a chance to discuss the whole cohort and their understanding</p>	<p>📌 Pupil Progress Meetings (Specific to Foundation Subjects) Discussion around all subject areas termly. Identifying progress</p>

Celebration Session

A 'Celebration Session' will be at the end of each topic and will be designed at the beginning of the topic to enable subject leaders to identify what assessment is in place for their subject.

The celebration session will have multiple activities:

- End of unit quiz - This should include as many subjects as would benefit gaining a summative knowledge of what the children have learnt in each topic.
- Hinge questions - These should be questions for different subject areas that are asked to groups and a conversation is held for the children to discuss the answers and debate, explain or justify. The teacher observes the answers and the discussion to formulate the understanding that the children have. This should be done in smaller groups to ensure more children can have a voice.
- Mind map - What have you learnt in the topic? Children list everything that they have recalled and can explain if they have more time. The children then go round and tick anything that they remember or question mark anything they are not sure that they recall. If they question mark, then they initial next to it so it can be tracked what is remembered.
- Pupil self assessment - For this activity pupils should be given what has been taught and then children explain how they feel about their learning, what they have remembered, what they did and the language that they have learned.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** 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
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- DfE Reception Baseline Assessment (within first 6 weeks of entry to Foundation Stage)
- Early Years Foundation Stage (EYFS) profile at the end of Foundation Stage (Reception)
- Phonics screening check in Year 1 (June) , retakes in Year 2
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)
- Multiplication Tables Check (Year 4)

6. Collecting and using data

At St Matthew's Primary School assessment information is recorded by class teachers termly, with the exception of phonics and reading for pupils that are not yet secure in phonics. Assessments are recorded on the 'Insight' tracking program.

'Insight Tracking' was introduced at St Matthew's Primary in January 2019 following a successful trial. Teachers in the trial reported that the system reduced their workload in comparison to the previous

system used. Teachers reported that they were able to update their assessments against the NAHT KPI statements as regularly as they liked and that the process was quick to complete.

This information is used by class teachers to identify gaps in learning, refine objectives for the next half term, to discuss the progress of the class as a whole and the progress of individual pupils.

Senior Leaders hold Pupil Progress Meetings at least termly, with the year group leader present at all meetings. The needs of individual pupils, classes and the year group as a whole are discussed. The progress of groups is interrogated. Provision is then adapted where necessary including (but not limited to) curriculum provision changes, establishment of targeted teaching, small group work or one-to-one tuition, Provision Map alterations, referrals to the SEND team, Family Worker, EAL team, Attendance Officer/EWO.

The information available through termly collection of assessment information ensures that Middle Leaders and Senior Leaders are able to regularly triangulate and interrogate pupil progress of all groups, particularly pupils who are disadvantaged or have a Special Educational Need and or Disability.

Senior Leaders are able to interrogate assessment information on a whole school level to inform school improvement priorities and areas of focus.

Insight Tracking is anonymised for sharing with Governors.

7. Reporting to parents

Parent Consultations are held in October and February with individual appointments offered to all parents. Current attainment and progress is discussed. Areas for development are identified and shared. In July appointments are arranged for parents in Year R, Y2 and Y6. Other year groups are invited to make an appointment with their child's class teacher by request.

Final attainment and progress is reported via an annual written report in the summer term. Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record, including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of (if appropriate):
 - EYFS outcomes
 - Phonic Screen test outcome
 - Multiplication Tables Check score
 - End of KS2 statutory Teacher Assessment (Writing and Science)
 - End of KS2 statutory Standardised Assessment Test outcomes

8. Training

Training on this policy is included in the induction of new staff at St Matthew's Primary School. Teachers receive frequent training on assessment. We fully recognise the importance of teacher assessment accuracy. Teacher assessment judgements in reading, writing and maths are moderated in-year groups, across the school and with other Central Area Partnership schools. Year group leaders are encouraged to train as moderators for the Local Authority.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- 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 pupil and staff performance by rigorously analysing assessment data

9.2 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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed on a two year cycle. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Headteacher will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, pupil progress meetings and professional discussions.

Assessment calendar Appendix A

Autumn 1	Recording on Insight
<p>Foundation Stage Baseline (Internal St Matthew's Baseline plus DfE Baseline)</p> <p>Prime areas 'on track' with 3-4 year old checkpoints.</p> <p>'Chatterbugs' baseline</p> <p>GLD Target</p> <p>Phonics - retaining GPCs taught so far (no of GPCs)</p>	<p>Year R team to add to Insight (other features are assessed but not formally recorded in school software)</p>
<p>Y1 Mock Phonics screen score - entry (Use Phonics Tracker)</p> <p>Y2 Mock Phonics screen score - retakes and new pupils (Use Phonics Tracker)</p> <p>KS2 - pupils not previously passing phonics screen (Use Phonics Tracker)</p>	<p>Number of words decoded /40 (class teachers to add to Insight)</p>
<p>Year R and KS1 Bug Club Book Band</p> <p>KS2 pupils not yet on AR</p>	<p>Colour (Class teachers to add to Insight)</p>
<p>KS2 Star Reading Test</p>	<p>Estimated Reading Age</p> <p>Norm-referenced Scaled Scores (VR/MH to add to Insight)</p>
<p>Individual pupil targets set – reading, writing and maths</p>	<p>Projected attainment for individual pupils by the end of the year (Class teachers to add to Insight)</p>

Autumn 2	Recording on Insight
<p>Year R 'on track' with curriculum</p> <p>Phonics - read and blend cvc words (with phonemes taught so far)</p>	<p>Below, just below, on-track</p> <p>Year R Team to add to Insight (VR will produce spreadsheet if helpful)</p>
<p>KS1 and KS2 Rising Stars 'National Test Style' assessments</p>	<p>Teachers input test scores into Rising Stars 'MARK' online system. MH/VR to add headlines to Insight</p>
<p>KS1 and KS2 Maths White Rose End of Term Assessments</p>	<p>White Rose Maths Test - Arithmetic percentage</p> <p>White Rose Maths Test - Problem Solving + Reasoning percentage</p>

KS2 Y3 Multiplication Tables judgement (all pupils) Y4 Multiplication Tables judgement (all pupils) Y5-Y6 Multiplication Tables judgement - pupils not previously passing Multiplication Check	Number scored on TTRS Sound Check
Individual pupil progress against NAHT Key Performance Indicators for Writing	Judgement for individual pupils: Below, just below, on-track, greater depth (Class teachers to add to Insight)
Overall teacher 'Main Assessment' judgements in Reading, Writing and Maths	Judgement for individual pupils (Class teachers to add to Insight)
Year R+ KS1 Phonic phase KS2 Phonic phase (if not yet Phase 6)	Phonics phase (class teachers to add to Insight)
Y1 Mock Phonics screen score (Use Phonics Tracker) Y2 Mock Phonics screen score (retakes and new pupils) (Use Phonics Tracker) KS2 - pupils not previously passing phonics screen (Use Phonics Tracker)	Number of words decoded /40 (class teachers to add to Insight)
Year R and KS1 Bug Club Book Band KS2 pupils not yet on AR	Colour (Class teachers to add to Insight)
SEND Pupils working at least 2 years below their chronological age - BSquared Progression Steps 1-8	Class teachers to add to Insight

Spring 1	Recording on Insight
KS2 Star Reading Test	Estimated Reading Age Norm-referenced Scaled Scores (VR/MH to add to Insight)
Year R read and blend cvc words and words with taught long vowel digraphs	On track, just below, below
Year R + KS1 Phonic phase	Phonics phase (class teachers to add to Insight)

Y1 Mock Phonics screen score (Use Phonics Tracker) Y2 Mock Phonics screen score (retakes and new pupils) (Use Phonics Tracker) KS2 - pupils not previously passing phonics screen (Use Phonics Tracker) Year R and KS1 Bug Club Book Band KS2 pupils not yet on AR	Number of words decoded /40 (class teachers to add to Insight) Colour (Class teachers to add to Insight)
KS2 Y3 Multiplication Tables judgement (all pupils) Y4 Multiplication Tables judgement (all pupils) Y5-Y6 Multiplication Tables judgement - pupils not previously passing MTC	Number scored on TTRS Sound Check

Spring 2	Recording on Insight
Year R 'on track' with curriculum	Below, just below, on-track Year R Team to add to Insight (VR will produce spreadsheet if helpful)
KS1 and KS2 Rising Stars 'National Test Style' assessments - Reading	Teachers input test scores into Rising Stars 'MARK' online system. (VR to add to Insight)
KS1 and KS2 Maths White Rose End of Term Assessments	White Rose Maths Test - Arithmetic percentage White Rose Maths Test - Problem Solving + Reasoning percentage
KS2	Number scored on TTRS Sound Check
Y3 Multiplication Tables judgement (all pupils) Y4 Multiplication Tables judgement (all pupils) Y5-Y6 Multiplication Tables judgement - pupils not previously passing phonics screen	
Individual pupil progress against NAHT Key Performance Indicators in Writing	Judgement for individual pupils: Below, just below, on-track, greater depth (Class teachers to add to Insight)
Overall teacher assessment judgements in Reading, Writing and Maths	Judgement for individual pupils: Below, just below, on-track, greater depth (Class teachers to add to Insight)
Year R + KS1 Phonic phase	Phonics phase (class teachers to add to Insight)

Year R - read and blend cvc words and words with taught long vowel digraphs	Judgement for individual pupils: Below, just below, on-track (Class teachers to add to Insight)
Y1 Mock Phonics screen score (Use Phonics Tracker) Y2 Mock Phonics screen score (retakes and new pupils) (Use Phonics Tracker) KS2 - pupils not previously passing phonics screen (Use Phonics Tracker)	Number of words decoded /40 (class teachers to add to Insight)
Year R and KS1 Bug Club Book Band KS2 pupils not yet on AR	Colour (Class teachers to add to Insight)

Summer 1	Recording on Insight
Year R 'on track' with curriculum (UPDATED PRIOR TO FINAL EYFSP DATA HAND IN SUMMER 2)	Below, just below, on-track Year R Team to add to Insight (VR will produce spreadsheet if helpful)
KS2 Star Reading Test	Estimated Reading Age Norm-referenced Scaled Scores (VR/MH to add to Insight)
Y2 Statutory Assessment Tests – Reading and Maths	Select pupils only (used to benchmark teacher assessment judgements.
Y6 Statutory Assessment Tests – Reading, Maths, Grammar, Punctuation and spelling	N/A
Year R+ KS1 Bug Club Phonic phase	Phonics phase (class teachers to add to Insight)
Y1 Mock Phonics screen score (Use Phonics Tracker) Y2 Mock Phonics screen score (retakes and new pupils) (Use Phonics Tracker) KS2 - pupils not previously passing phonics screen (Use Phonics Tracker)	Number of words decoded /40 (class teachers to add to Insight)
Year R and KS1 Bug Club Book Band KS2 pupils not yet on AR	Colour (Class teachers to add to Insight)
KS2 Y3 Multiplication Tables judgement (all pupils) Y4 Multiplication Tables judgement (all pupils)	Number scored on TTRS Sound Check Class teachers to add to Insight

Y5-Y6 Multiplication Tables judgement - pupils not previously passing phonics screen	
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Summer 2	Recording on Insight
EYFS Profile completed	Year R Team to add in to Insight
Y6 Statutory teacher assessments reported - Writing and Science	Class teachers to add to Insight
Y4 Statutory Multiplication Tables Check (MTC)	VR to add to Insight once data released
Y2 Multiplication Tables judgement (all pupils) Y3 Multiplication Tables judgement (all pupils) Y5-Y6 Multiplication Tables judgement - pupils not previously passing phonics screen	Number scored on TTRS Sound Check Class teachers to add to Insight
KS1 and KS2 Rising Stars 'National Test Style' assessments – Reading (Y1, Y2, Y3, Y4, Y5)	Teachers to input test scores into Rising Stars 'MARK' online system. VR to add to Insight
KS1 and KS2 White Rose Maths tests – Maths (Y1, Y2, Y3, Y4, Y5)	Class teachers to add to Insight (percentage)
Individual pupil progress against NAHT Key Performance Indicators - writing Overall teacher assessment judgements in reading, writing and maths Year R+ KS1 Phonic phase Y1 Phonics screen score Y2 Phonics screen score (retakes and new pupils) KS2 - pupils not previously passing phonics screen Year R Phonics Tracker Phase 3 and Phase 4 blending (blending to read some cvc words containing digraphs)	Judgement for individual pupils: Below, just below, on-track, greater depth (Class teachers to add to Insight) Judgement for individual pupils: Below, just below, on-track, greater depth (Class teachers to add to Insight) Phonics phase (class teachers to add to Insight) Number of words decoded /40 (class teachers to add to Insight) Judgement for individual pupils: Below, just below, on-track (Class teachers to add to Insight)
Year R Phonics Screen (for pupils able to access) SET words - see VR/EM	Number of words decoded /40 (class teachers to add to Insight)
Year R and KS1 Book Band KS2 - pupils not yet on AR	Colour of current book band (class teachers to add to Insight)