

‘Every opportunity to educate everyone forever’

Intent

At Mellers Primary School, we believe that assessment is essential in ensuring children have understood and retained knowledge and skills that have been taught to them.

We believe effective assessment provides information to improve teaching and learning. We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what they need to do to improve. These ongoing formative assessments are what provide the soundest judgments of pupil progress and are what should consistently inform planning and teaching. We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over time. Whilst we use formal assessments to monitor children’s learning over time, we understand that day-to-day assessment of children’s knowledge and capabilities is equally valuable in informing future teaching and learning. We understand that children learn at different paces to each other and that some children, particularly those with Special Educational Needs and Disabilities (SEND), will make progress in smaller steps. We value the part parents and carers play in ensuring their children make progress through supporting school and learning activities at home.

This policy should be read alongside the Feedback to Children Policy and the Special Educational Needs and Disabilities (SEND) Policy.

Implementation

At Mellers, we use a range of assessments methods:

- Day-to-day formative assessment
- Summative assessment
- National statutory assessment

Day-to-day Formative Assessment

Day-to-day formative assessment refers to the ongoing and continuous process of gathering information about pupils’ learning and understanding on a regular basis. It is the most crucial type of assessment, as it informs the next steps in teaching and learning. It allows teachers to

understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of topics or concepts and to plan future lessons accordingly. Staff have been trained in strategies of formative assessment inspired by the research of Shirley Clarke, which aim also to improve children's self-efficacy. We aim to create a climate in which children feel comfortable to make mistakes and learn from these in a drive to improve their learning.

Methods of formative assessment used consistently by staff at Mellers include:

- No hands up policy
- Children moving seats weekly to sit next to a different 'learning partner'
- Looking at pupils' work in books
- Observational assessments in and outside of the classroom
- Low stakes quizzing
- Retention questions throughout units of work/throughout the school year/throughout their time at school to link topic knowledge
- Discussions with pupils
- Peer and self-assessment

A range of retention activities are used consistently to assess the knowledge the children have gained throughout a unit of work. These include:

- Explicit teaching about the brain and how we retain information
- Use of the Plicker's App to assess children at the beginning and end of a unit of work
- The children arrive in their classrooms from 8:40 am, even though the register is not taken until 8.50 am. This gives the chance for further informal assessment opportunities, where the children complete Maths, Reading, Grammar and curriculum activities to embed their understanding further
- Each classroom has a display giving the children prompts to support the recall of topics
- At the beginning of maths lessons, children will be given a grid in which they answer questions about their learning from last year, last week and yesterday
- Jotters in Years 4, 5 and 6

In-School Summative Assessment

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for pupils and to track progress over time. This will then be used to support planning for future teaching and learning, to maximise progress. Summative assessments are used to identify where interventions are required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. This information is reported to parents during our 'Meet the Teacher' evenings and in the end of year report. All children working behind the expectation for their age, are selected for an intervention to support them to make accelerated progress. A range of 'in-school-summative assessments' will be used (see table below).

Summative assessment	When?	Who?	Where assessment is recorded
Phonics assessments	Every half term for F2 and Y2 Every three weeks for children accessing a phonics intervention	F2 – Y2 and any KS2 children accessing a phonics intervention	Little Wandle heat maps and Flying High Trust Portal
Multiplication Tables	September - May	Year 4	Times Tables Rock Stars App
NTS Reading Tests	November, March and June	Years 3 -5 Year 6 in November and March	Arbor
NTS Maths Tests	November, March and June	Years 3 -5 Year 6 in November and March	Arbor
Writing assessments	November, March and June	Years 1 - 6	Arbor
Spelling assessments	November and June	Years 3 - 6	Arbor
Grammar, punctuation and spelling assessments	October, December, February, April	Year 6	Arbor

Writing Assessments and Writing Moderation

Teachers assess writing formally, three times a year and record this on Arbor. To ensure consistency in judgements, there is an in-school moderation, where a selection of a child's writing is brought and discussed. An inter-school moderation takes place annually, where teachers from other schools meet to share a child's work and to ensure their judgements are

in-line with national guidance. Strengths and areas for development are identified at this meeting.

All teachers in Years One - Six, attend Local Authority Writing moderation CPD each year to ensure their writing judgements are accurate. F1 and F2 teachers attend termly Local Authority moderation CPD each year to ensure their judgements in the seventeen Early Learning Goals are accurate.

National Statutory Assessment

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always ensure that the full scope of the National Curriculum is offered in these year groups too.

Early Years' Foundation Stage

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age five; these standards must be met by all early year's providers to ensure that children learn and develop well and are kept healthy and safe. The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Within the first six weeks of joining F2, teachers administer the Reception Baseline Assessment. In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out no later than the end of June. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The EYFS profile data is used to:

- inform parents about their child's development against the seventeen Early Learning Goals (ELGs) and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- help Year One teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Throughout the year, we will observe the children, analyse and review what we see or know about each child's development and learning and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps. We assess each child in

each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at two other points throughout the academic year. EYFS profiles are moderated within school and externally with Local Authority colleagues.

We meet with parents twice a year at 'Meet the Teacher' evenings to discuss progress and provide a written report at the end of the summer term. This report is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning (three prime areas and four specific areas of learning).

Year One Phonics Screening Check

Children in Year One will participate in a phonics screening check. This assessment will be administered by our Phonics lead and the Phase Leader of Key Stage One. The phonics screening check is a short assessment of phonic decoding. It consists of a list of forty words - half are real words and half are non-words, which Year One children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. Results for each pupil are included within their Year One end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the phonics screening check in Year Two. The threshold is subject to change on an annual basis, and the school is informed of this after the test. If, in the opinion of Year One teachers, the Phonics lead and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

Multiplication Tables Check

The purpose of the Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12 x 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support. It is an on-screen check consisting of twenty-five times table questions. Children will then have six seconds to answer each question. On average, the check takes no longer than five minutes to complete.

Key Stage Two SATs

Children in Year Six, at the end of Key Stage Two, will take national curriculum tests in English grammar, punctuation and spelling, reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The Key Stage Two tests will be taken on set dates unless a child is absent, in which case they may be able to take them up to five school days afterwards. Parents receive written test results for English grammar, punctuation and spelling; English reading and mathematics. As

there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

Below is a summary of the statutory assessments that the school completes in chronological order:

Statutory assessment	When?	Year group	Where assessment is recorded
Reception Baseline Assessment	September and October	Reception	Arbor and submitted to the Department for Education
KS2 SATs	May	Year 6	Arbor and submitted to the Department for Education
Phonics screening check	June	Year 1	Arbor and submitted to the Local Authority
Phonics screening check retakes	June	Year 2	Arbor and submitted to the Local Authority
Multiplication Tables Check	June	Year 4	Imported into Arbor from the Department of Education
Early Years Foundation Stage Profile assessment	June	Reception	Arbor and submitted to the Department for Education

Recording Assessments

The in-school summative data and the statutory data is recorded on Arbor (our tracking system), as described in the tables above. In addition to this, three times a year, teachers will use the knowledge and understanding they have gained about their pupils from their formative, summative and (where relevant) statutory assessments to make a teacher assessment; these are also recorded on Arbor.

In Years One – Six, termly summative assessments are recorded as a child working at the expected standard for their age (EXS) or a child working at greater depth (GDS). If a child is working below the standard expected for their age, this is recorded as the number of months behind their age they are currently working.

In EYFS, termly summative assessments are recorded as a child working at the expected standard or a child working towards this. If a child is working below this, they are recorded as the number of months behind their age they are working at.

Assessing Children with Special Educational Needs

B Squared is used to assess and monitor progress of our deaf pupils. Children working outside of the Early Years Foundation Stage Curriculum and National Curriculum are assessed using Cherry Garden, allowing for small steps of progress to be measured. Both systems are based on the Engagement Model, stages 1-4 and the Pre Key Stage Standards stages 5-8. We make individual adjustments to ensure children with identified needs can assess testing such as:

- enlarged print or visualisers
- readers and scribes
- regulation breaks during testing
- additional time
- consideration of the testing environment - seating, lighting, number of children/ adults in the room

Impact

Data analysis

The teacher assessment data is analysed three times per year, and leaders look for trends and identify areas of strength, improvement or those requiring development. Data analysis of pupils in vulnerable groups (e.g. Pupil Premium, SEND, EAL) will be given more attention by school leaders. All data analysis is shared with year group teams and Governors.

Pupil Progress Meetings

Children's progress is closely monitored at Mellers Primary School, so that we can provide the best possible opportunities and highest levels of support for all children. All children working below the level expected for their age are highlighted by the Assessment leads following summative assessment periods and the input of teacher assessment into Arbor. Pupil progress meetings are held termly to discuss the progress of children working below age related expectations or working towards the greater depth standard. Interventions are decided upon and are planned and delivered by TAs across phases. Interventions are monitored for impact every six weeks.

Reporting to Parents

We hold Meet the Teacher evenings in the Autumn and Spring term. This is when assessment and progress data is communicated to parents along with the end of year report in the summer term.

For year groups completing statutory assessments, they will also receive a report of these results.

The Role of the Assessment Leader

The assessment leader has the responsibility for the implementation and development of the assessment, recording and reporting procedures in school. Their responsibilities include:

- providing detailed information for the SDP and SEF and sharing information with staff, SLT and governors
- leading the development of assessment, recording and reporting procedures
- monitoring and reviewing assessment
- liaising with subject and key stage leaders within the school
- leading INSET.

Monitoring and Evaluation of Assessment

Recording and reporting procedures are reviewed annually in order that they remain meaningful and manageable. Policies and procedures may change considering any new initiatives. This policy is reviewed in line with the school cycle.

DOCUMENT ORIGINS

Organisation	Mellers Primary School	Version date	February, 2026
Owner	Lorna Dermody and Joy Buttress	Approved by (If applicable)	FGB
Next review date	February 2027	Approval date	February, 2026

DOCUMENT VERSION HISTORY

Revision date	Author of changes	Summary of changes
February 2027		