



Hamsey Green
Primary School



Hamsey Green Primary School and Acorns Nursery

Assessment Policy

Reviewed By: John Boffa (DHT)
Review Date: September 2026
Next Review: September 2027

ASSESSMENT POLICY

'At Hamsey Green Primary School, we view assessment as a very important tool for benchmarking the starting point of a child's education and to track progress and attainment.'

Broad aim

The assessment policy is designed to set out the school's specific approaches to measuring attainment, tracking progress and planning future learning. It is our aim that every child in every class makes at least good progress.

Tracking

Autumn 1 WEEK BEFORE HALF TERM						
Reception	Year 1	Year 2	Year 3	Year 4	Rest of the school	All years/schools
Enc Baseline to be completed within 6 weeks of pupils starting	Phonics tracking/Phonics check Y1 2021 & Teacher Assessments	Phonics tracking/Phonics check Y2 recheck 2021 & Teacher Assessments	Multiplication check practice	SATS papers 2021 By 2 nd week back	Teacher Assessments KS2 Benchmarking & Test Base tests Y3 – 5	PUPIL PROGRESS MEETINGS 1 WEEK BEFORE REPORTING TO PARENTS PARENT CONSULTATIONS END OCT/ BEG NOV
Reception	Year 1	Year 2	Year 3	Year 4	Rest of the school	All years/schools
EYF5 journey to GLD on track/not on track Phonics tracking	Phonics tracking	Phonics tracking	Multiplication check practice	SATS paper 2022	Confirmed teacher Assessments entered on insight	PUPIL PROGRESS MEETINGS 1 WEEK BEFORE REPORTING TO PARENTS TRUST WRITING MODERATION 6 th NOV 2024 LOCATION TO BE CONFIRMED 2ND WEEK IN NOV REPORT TO TRUST BOARD 2024 NATIONAL UNVALUED RESULTS
Spring 1 WEEK BEFORE EASTER HOLIDAY						
Reception	Year 1	Year 2	Year 3	Year 4	Rest of the school	All years/schools
EYF5 journey to GLD on track/not on track Phonics tracking	Phonics tracking/Phonics check 2022	Phonics tracking/Phonics recheck 2022 Past Y2 SATs paper 2022	Multiplication check practice	SATS paper 2023	Teacher Assessments KS2 Benchmarking 'Half year Test Base Y3 – 5	
Spring 2 DATA IN NOV BEG 24 th FEB						
Reception	Year 1	Year 2	Year 3	Year 4	Rest of the school	All years/schools
Teacher assessments Phonics tracking	Phonics tracking/Phonics check 2023	Phonics tracking/Phonics recheck 2023 Past Y2 SATs paper 2024	Multiplication check practice	SATS paper 2024	Confirmed teacher Assessments entered on insight	PUPIL PROGRESS MEETINGS HELD 1 WEEK BEFORE REPORTING TO PARENTS TRUST WRITING MODERATION MON 26 th FEB 2025 WEEK BEG 1 st MARCH REPORT TO TRUST BOARD 2025 PREDICTIONS PARENT CONSULTATIONS END MARCH

Summer 1						
Reception	Year 1	Year 2	Year 3	Year 4	Rest of the school	All years/schools
Teacher assessments Phonics tracking	Phonics tracking/Phonics check Year 1 2024	Phonics tracking/Phonics recheck 2024 KS1 SATs 2025 Month of June	Multiplication check practice	KS2 SATs 2025 Tests 49-50 th May	Highgate Test Base Y3 – 5 KS2 Benchmarking	
Summer 2						
Reception	Year 1	Year 2	Year 3	Year 4	Rest of the school	All years/schools
EYF5 GLD	Phonics Screening 2025 Year 1 26 th June to LA via Perspective Lite	Phonics Screening 2025 recheck 26 th June to LA via Perspective Lite	Year 4 MTC check 26 th June (two weeks)	TA Writing TA Science Entered to Primary Gateway by 26 th June	Y3 – 5 end of year Test Base assessment	JULY PUPIL PROGRESS MEETINGS JULY END OF YEAR WRITTEN REPORTS TO PARENTS TRUST MODERATION 3 rd JUNE 2025 + ADDITIONAL SESSION IF REQ AND MODERATED BY LA 3 rd JULY KS2 RESULTS DAY REPORT TO CEO/BOV 2ND WEEK JULY ALL NATIONAL RESULTS TO TRUST BOARD

The school uses a whole school tracking system in order to enable teachers to chart levels of attainment and analyse pupil's progress.

Levels of attainment are recorded at snapshot intervals during the year, typically late October, February, April and June. This data is taken for the core curricular areas of reading, writing, maths and science. The data should inform teacher's planning and intervention groups in order to ensure that every child makes the fullest progress possible. Science should be assessed at the end of each module being studied. Across the Trust, we use Test Base assessments, Past SATs papers and National Tests.

Diagnostic assessment

Reading:

- PM benchmarking
- Phonics screening
- Phonics specific to Phonics scheme
- Common Exception Word lists

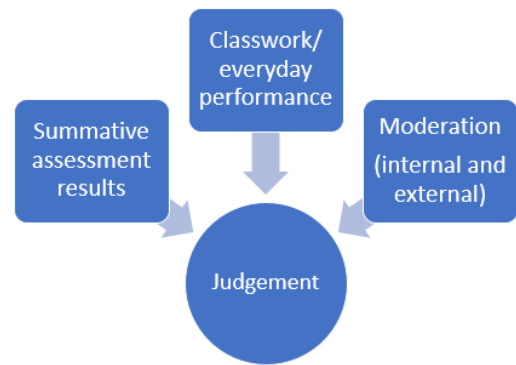
- Testbase termly and end of year reading comprehensions

Writing and Grammar, Punctuation, Spelling (GPS):

- Phonics specific to Phonics scheme
- Common Exception Word lists
- Spelling Shed diagnostic tests
- Lexia

Maths:

- Testbase termly arithmetic and reasoning tests
- Rising Stars Arithmetic tests
- Internal times tables testing



Pupil Progress Meetings

The purpose of having termly Pupil Progress meetings are to ensure that all aspects of provision are as effective as they can possibly be to maximise pupil progress throughout school. Forward Tracking and Data on a Page are used to identify where progress is being made, accelerated and where support may need to be put in place. This information is used to track the progress of disadvantaged pupils, pupil premium, gender and those with English as an additional language (EAL) as well as other different groups of children. Pupil Progress meetings are held termly and provision maps are devised alongside the SLT/SENDco and the Class Teacher.

EYFS

In EYFS children's attainment and progress is measured using the Early Years Foundation Stage profile and Development Matters, which divides progress into age Bands (16-26 months, 22-36 months, 30-50 months and 40-60 months.)

In Nursery, staff assess the children on Tapestry. They complete 2 year old checks as well as transition notes for pupils leaving to Primary school. Keyworkers set next step targets for their pupils.

On entering Reception, within 6 weeks, EYFS teachers administer the Reception Baseline Assessment. Staff also assess children across all Areas of Learning (17 strands) to judge their on-entry ability and skills. This assessment takes the form of skilled observations alongside more formal tasks to gain a full and rounded picture of each child's strengths and areas for development. This information is then used to carefully plan next steps to ensure each child receives the provision they need.

The assessments are completed within the first couple of weeks and the information is put into Insight. In this way, progress and attainment can be measured and tracked from the start of each child's learning.

At the end of the Foundation Stage:

At the end of the year the children's attainment is measured against the 17 Early Learning Goals (ELGs) and this information is also shared with parents. Attainment is judged by the following levels:

- **Emerging:** a child is working below the expected level
- **Expected:** a child is working at the expected level

Children achieving at least "expected" in all the Prime Areas (Communication & Language, Personal, Social & Emotional and Physical Development) plus Literacy & Mathematics, will then have achieved "Good Level of Development" (GLD).

Children's end of EYFS results are used when making predictions and forward tracking progress across KS1.

Year 1 to Year 6:

Children's attainment is measured using statements of key skills in all subjects which are accessed via Insight. These statements are placed into bands which allow the school to analyse progress and see averages within the year. The progress within the key skills is built upon every year. Teachers are encouraged to keep a track of data themselves and will be provided with a report after each half term which indicates the attainment and progress of their year group. They may also use class tracking sheets to record their own findings.

Tracking is used during half termly Pupil Progress Meetings with the Head Teacher, Deputy Head and SENDco where each child's development is tracked to the expected progress they need for each half term. For KS1 pupils, the base line is from the end of Reception. For KS2 pupils, the base line is from the end of KS1 achievement.

At the end of 6 there are four separate achievement levels reported to parents in reading, writing and maths. This terminology is also used to track the attainment in Year, 1, 3 and 5 when tracking age related expectation.

- **Pre-Key stage (levels 1-4):** working at foundation/KS1 levels
- **Working Towards the Expected Standard (WTS):** a child is working below the expected level
- **Expected (EXS):** a child is working at the expected level
- **Greater Depth (GDS):** a child is working above the expected level

As of September 2023, there are now no longer formal end of KS1 assessments. We will continue to assess pupils.

Insight

Insight supports our entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2. It includes complete support for the National Curriculum allowing us to be up-to-date with the latest best practice. Children can be judged as Working Below year group, Working Below, Working Towards, Expected -, Expected, Expected + and Greater Depth. Regular moderation takes place to ensure accuracy of Teacher Judgements.

Disadvantaged pupils, gender, children with English as an Additional Language (EAL) and ethnicity are tracked closely by class teachers and the Senior Leadership Team.

Role of SLT

Children will be assessed termly. SLT, alongside staff and subject leaders, have a responsibility for interpreting the data accurately and drawing to teachers' attention areas for which focus work or intervention may be required. This approach will ensure that the data is used purposefully.

Each term, the following is the format of their work:

- Data loaded onto Insight by teachers.
- Teachers access data and draw off appropriate reports.
- Teachers discuss their findings with the SLT.
- An action plan for intervention drawn up by the Senior Leadership Team with class teachers.
- Action plans reviewed and evaluated during the next Pupil Progress meeting.

Intervention groups:

Intervention planned and delivered by the class teacher based on the assessment from Testbase and teacher assessments and delivered over a sustained amount of time.

Focus groups:

Focus chosen through feedback and marking based on day to day work and misconceptions addressed.

Intervention and Catch up:

Intervention delivered to particular children. Children are selected by SLT and/or class teachers.

It is really important that full sets of data are available in order to make realistic comparisons. If a child misses one of the snapshots, teachers should make arrangements for those pupils to complete the tests. If this is not achievable (i.e. because of long term absence) comparative data should be added to the tracking system and a note to be made in the assessment folder that this has been done.

Where children join the school after Reception, data should be sought from those other settings and added to the school's tracking system.

SEND pupils are recorded within the assessment system and should be kept up-to-date by the class teacher.

The following SEND codes should be used: Cognition and learning needs

- SpLD Specific Learning Difficulty
- MLD Moderate Learning Difficulty
- SLD Severe Learning Difficulty
- PMLD Profound and Multiple Learning Difficulty Behaviour, Emotional and Social Development Needs
- BESD Behaviour, Emotional and Social Difficulty Communication and Interaction Needs
- SLCN Speech, Language and Communication Needs
- ASD Autistic Spectrum Disorder Sensory and/or Physical Needs
- VI Visual Impairment
- HI Hearing Impairment
- MSI Multi-Sensory Impairment
- PD Physical Disability