North Westminster Federation

Hallfield Primary School

Growing, Learning, Achieving Together

Assessment Policy & Procedure

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Approved by:	Executive Head	**Date:** September 2025
Last reviewed on:		
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Aims

Through our Assessment policy and procedure, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations. Our assessment principles are underpinned by a confidence that everyone can improve and achieve. All assessment is formative. We believe assessment is:

'encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. . . . finding out where learners are in their learning, finding out where they are going, and finding out how to get there.' Dylan Wiliam, *Embedded Formative Assessment*

Our assessment practices have been designed to assess children's retention and application of learning across the curriculum at Hallfield and inform teaching and learning. This employs assessment for learning, assessment of learning and assessment as learning. All assessment is formative. The assessment processes are designed to be the most impactful on children's outcomes whilst maintaining a manageable workload for staff. Therefore, this policy has been informed by best practice and government recommendations.

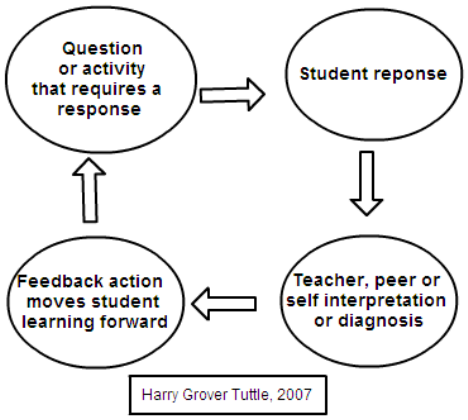
To embed these aims Hallfield will:

- integrate assessment into teaching and learning and actively involve the children;
- use assessment to inform future teaching and learning and timely intervention;
- provide regular opportunity for teachers and leaders to discuss progress and attainment of children;
- give feedback to children about their learning and ensure we accurately identify their next steps;
- use assessment information to inform the school's strategic planning;
- inform and engage parents using appropriate language without jargon at fixed points across the year and where necessary to support the individual child;
- report to Governors to enable them in their role as a 'critical friend';
- fulfil statutory requirements, reliably and without bias;
- maintain a knowledge of best practice for assessment and work with other local schools to support the reliability, lack of bias and effectiveness of assessment systems.

Assessment procedure

The day to day assessment

Formative assessment is at the heart of our approach to teaching and learning. It creates a cycle that informs continuous and timely improvement. This is applied to every subject, it is continuous and ongoing and shapes teaching and learning.



Underpinned by confidence that every child can improve, teachers' classroom practices of **Assessment *for* Learning** include, but are not limited to:

- sharing 'Learning Objectives' and 'Success Criteria' (see Curriculum, Teaching and Learning Policy for guidance;
- using effective questioning and discussion;
- providing immediate verbal and written feedback within lessons;
- marking that scaffolds, challenges and communicates children's next steps;
- carefully selected activities at key points to check progress towards larger goals;
- self-assessment and peer assessment supported by clear, child friendly success criteria.

Assessment of Learning

Across the Hallfield curriculum and throughout sequences of learning, teachers monitor the accumulation and retention of knowledge and skills stipulated in our curriculum as part of their lesson design. The curriculum has been sequenced to build on prior knowledge and skills across each year and across each year group. Assessment of this is done through well designed tasks, questions and discussions with children. In order to ensure that this knowledge has moved to long term embedded memory, children should be assessed on this learning across the year and year groups. Ongoing assessment activities should include:

- regular flash back 4 questions (to include recall of learning from previous topics and year groups)
- the use of mind mapping prior knowledge (drawing on previous learning that may be relevant)
- concept cartoons before and after
- topic presentations
- essay questions in Upper Key Stage 2
- quizzes and tests (including online such as through Purple Mash)
- pupil conferencing (see parental engagement cycle)
- cross curricula links: applying knowledge in other areas of the curriculum

The Hallfield Formal Assessment Cycle

There is an annual cycle of formal assessment that informs the longer journey of each child across the year groups and key stages, to ensure children make appropriate progress in each subject. This includes:

- Individual target setting in core subjects based on prior key stage attainment, previous year attainment and progress over time.

- Creating and updating Class Profiles with up to date and relevant information including attainment and progress data.
- Baseline assessments for reading (benchmarking), phonics and number.
- Continuous moderation of ongoing judgements made by teachers through Planning, Preparation and Assessment (PPA) supported by leadership, including subject leaders.
- Gap analysis half termly in key year groups
- Moderation meetings across the federation termly and with other schools locally at least annually
- A termly assessment week to support summative judgements around progression towards the expected standard at fixed points. This includes:
  - a reading test;
  - unit assessments for maths;
  - reviewing published writing using assessment grids;
  - phonics assessments (see separate policy);
  - reviewing children's work and learning;
  - reviewing ongoing informal teacher assessment;
  - updating of our assessment tracking system (SIMS).
- Pupil Progress Meetings for teachers and senior leaders to discuss the progress of children towards their individual targets and inform future provision.
- Analysis of whole school data each term for strategic planning including:
  - all children's attainment and progress in each subject;
  - progress and attainment of disadvantaged children in each subject;
  - progress and attainment of homegrown children in each subject;
  - the progress and attainment of groups and cohorts.
- Reporting to Governors termly.
- Reporting to parents termly with a final report at the end of the year.
- Statutory assessments for:
  - Year 1 Phonics;
  - Early Years Foundation Stage Profile (EYFSP);
  - The Reception Baseline Assessment (RBA)
  - end of Key Stage 1 (KS1) until 2024;
  - Multiplication Tables Check in Year 4
  - end of Key Stage 2 (KS2).

Key performance Indicators

Hallfield has used the Key Performance Indicators developed by the National Association of Headteachers (NAHT) in core subjects and our own curriculum frameworks to develop an appropriate formal assessment system. This enables us to effectively track children's progression and attainment towards age related key objectives.

Language of assessment

Age related expectations (ARE) are the minimum objectives a child is expected to achieve for that year group by the end of the year. As children work towards the age related expectations, the achievement of and progression toward Key Performance Indicators is assessed. The different stages of expected progression toward age related expectations are:

Emerging – Children are working within the age group and achieving early key performance indicators.

Developing – Children have achieved most of the Key performance indicators.

Secure –Children have achieved the Key Performance Indicators and are at age related expectations

Mastery – Children have achieved the Key Performance Indicators with greater depth, including linking ideas and applying in increasingly non-standard and abstract contexts.

Early Years Foundation Stage

Assessment of children is based on the adult's knowledge of child development and in line with statutory regulation.

As each child enters the Foundation Stage, staff use their professional judgements to assess the age band children are working within across the 17 areas of learning of the Early Years Foundation Stage.

The EYFS progress check at 2 is completed by the key worker. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

All adults observe the children's development and progress, this could include:

- on-going observations;
- photos;
- drawings;
- parent/carer contributions;
- children's own comments.

Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

Monitoring and Review

The Assistant Headteacher with responsibility for Assessment and Curriculum is responsible for the co-ordination and monitoring of the implementation of this policy.

Appendix 1: Timetable for Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Targets set for all year groups by SLT	Number Fact test Reading baseline test	subject action plans updated by this week	FS baseline Whole school data staff meeting	Assessment folder check (LOL in PPA)	Moderation	Data on SIMS
Autumn 2	Subject leaders review data				Assessment Week Reading Writing Maths Science	Data on SIMS	PPR's Class profiles updated
Spring 1	SLT data review day	Assessment folder check (LOL's in PPA)	Review subject action plans		Moderation	Data on SIMS	
Spring 2	Subject leaders review data			Assessment Week Reading Writing Maths Science (including number fact test)	Data on SIMS	PPRs Class profiles updated	
Summer 1	Assessment folder check (LOL's in PPA)				KS2 SATs	KS1 SATs Data on SIMS	
Summer 2	Moderation	Phonics screening	Review subject data and action plans	Assessment Week Reading Writing Maths Science	Data on SIMS	PPRs	Class profiles updated with following year's teacher SLT data review day

Key:
SLT: Senior Leadership Team LOL: Leader of Learning PPR: Pupil Performance Review