

Hurley Primary School



Assessment Policy

Updated: December 2025
To be reviewed: December 2026

Aims

At Hurley Primary School, we aim to develop an effective, efficient assessment system which is robust, consistent, accurate and manageable. Assessments must enhance teaching and learning and promote pupil progress. They will also help to inform school development and accountability.

Formative Assessment

Teachers make assessments on a daily basis, lesson by lesson and week by week. Formative assessment should be used on a daily basis to inform planning to ensure all children are achieving and understanding their learning. This can be completed through marking, adaptation to planning or keeping mental or written records. Timely intervention to address any gaps or misconceptions is important to ensure children are keeping up. Ideally, this will be done in the lesson or as close to it as possible. Teachers know how each of their children learns best and should take this into account when planning interventions and planning children's next steps or units of work.

At Hurley, ongoing teacher assessment occurs through questioning, observing, holding pupil discussions, marking or checking work and when testing and quizzing the children. Over time, the class teacher will build a good knowledge of their children's attainment and progress. Teachers will be trusted to build their knowledge of each child's attainment and progress in all subjects.

Summative Assessment and Sonar Tracking

The summative record of attainment and progress of every child is tracked using our Sonar Tracker. We track pupil's progress and attainment from entry in Reception to leaving in Year 6. Teachers input into their teacher assessments at the end of the 1st half term and at the end of every term.

We have four data points in the year:

-  Just before the end of the first Autumn half term (October). Teachers give an end of year prediction/ target.
-  End of Autumn term.
-  End of Spring term.
-  End of Summer term (June).

Until the end of year, predicted grades are given for the end of year outcomes in all subjects. By the end of the year, they are the actual grade of attainment achieved. Comparing these grades to prior attainment allows us to measure the yearly and key stage progress in Reading, Writing and Maths.

Attainment of individuals, groups or cohorts can be compared to national averages and expectations. Progress is also monitored by comparing current attainment to prior attainment achieved in previous year or Key Stages. They will be analysed and discussed on a termly basis at pupil progress meetings. The Head and SLT will analyse this data to monitor progress across the school.

The Headteacher and SLT will use external and internal assessment data to produce assessment reports to inform themselves, Governors or external partners of school performance to aid school improvement.

Choosing the Grade

Each child is awarded an end of year coded grade which denotes the child's attainment relative to the expected standard for that year. (During the year the recorded grade is a prediction of what the child is likely to achieve by the end of the year). The coded grades that are awarded from the teacher assessment sheets are as follows:

#WTS	WTS	JA	AT	GD
Working Well Below (year group currently working at noted before WTS e.g. 1WTS)	Working Towards the Expected Standard	Working Just At the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Very poor understanding - unable to grasp concepts and skills	Has covered but doesn't fully grasp	Has achieved the skill / concept but only just	Has achieved the skill / concept	Shows a deep understanding and achieves at greater depth
A child is working significantly below their year groups PoS.	A child who is working below national standard but can access the PoS.	A child who is just working within the PoS and achieving the relevant statements to be awarded the standard.	A child who is working within the PoS and achieving the relevant statements to be awarded the standard.	A child who has greater understanding of their year groups PoS.

Expected Progress (for both Key Stages)

A child makes expected progress if the child's grade remains the same by the end of the year. E.g. They started the year as expected and have remained an expected at the end of the year.

Better than Expected Progress

A child makes better than expected progress if their grade improves by the end of the year. E.g. They started the year as working towards and end the year as expected.

Moderation of Teacher Assessments

To make our assessment system robust and accurate, we participate in regular moderation and standardisation of Reading, Writing and Maths. These meetings ensure teacher judgements are accurate.

Moderation meetings take place on a termly basis:

-  Internally
-  With local consortium schools
-  With the Local Authority through agreed trial meetings

Monitoring of Assessment and Book Trawls

Assessment documentation is checked termly by senior leaders. This is to ensure that teachers are making accurate assessments against their year group's programme of study. All findings are recorded and followed up as necessary. The assessments are the main source of discussion during pupil progress meetings.

We recognise the most useful way to track a pupil's progress is to examine the pupils work in books, observe pupils in lessons, hold discussions with the pupils and listen to them read. Book trawls are an invaluable means to check children's progress and judge their attainment.

Pupil progress meetings

SLT will hold pupil progress meetings to discuss the individual needs of child in every year group. Information will be taken from the whole school tracking grid and the teacher assessment knowledge of the children to identify where interventions need to be in place. This is completed for every child in the school. Interventions are then set up according to close gaps and allow every child to make progress.

Sharing assessment information

At the end of every year when children move into the next year group or when children change settings, meetings are set up for the teachers to pass on assessment and progress information to the next teacher. Within these meetings, the following should be discussed for each member of the class:

-  current attainment shared for all subjects and gaps will be highlighted
-  interventions they have received, what has worked well for that child.
-  current level of progress that child has made
-  personal, social and emotional issues that may affect the child's learning.
-  Special Educational Needs

Previous assessments help to provide a baseline for receiving teachers to ensure they have a good understanding of a child's attainment and gaps before they start a new year group. This enables teachers to set high expectations from the beginning of a new year group.

Transition

Starting school

The Reception teacher receives profiles from previous settings, so they already have some background information on the children. Parents are also invited to share the interests and needs of their children. A baseline assessment will also be completed once the children start school.

Moving to Secondary School

The Year 6 teacher and SLT hold meetings with children's secondary schools to share assessments and ensure there is continuity of provision for the children's abilities and needs.

Moving Schools

When children leave or join school, the Headteacher ensures assessment information is shared.

Accountability and School improvement

The headteacher will share assessment summaries and reports information with SLT, Governors, Consortium schools and external advisors to help to monitor the impact of school improvement initiatives; whole school and individual teacher performance.

Assessment information helps the SLT and Governors monitor the impact of school improvement initiatives and progress being made by groups of pupils. It also helps to determine relevant future school improvement strategies, priorities and targets.

Reporting to Parents

Involving parents in the assessment process is crucial to facilitate quality learning. Parents are kept informed throughout the year in various ways. In the Autumn and Spring terms parents' evenings are held. Parents are informed about their child's welfare, attainment and progress. They are also made aware of their child's next steps in learning taken from the teacher's assessments. In the Summer term, a written report is sent to parents to inform them of their end of year/key stage attainment and the standard they have achieved.

Self and Peer Assessment

In order for children to be able to assess themselves and others, they need a clear learning intention and criteria of how to be successful. Children should be given opportunity to assess each other's work and their performances.

It is also good practice for children to have opportunities to edit their work. They should be given opportunities to self-correct, improve and present work on a regular basis. Children need to be regularly editing written work with purple pens for punctuation and spelling corrections and improving sections.

Children will also be given the opportunity to self-mark their work during lessons using purple pen.

SEN assessment

Children with SEND who are working well below their age-expected programme of study can be assessed against the pre-key stage standards. Some children with SEND who have specific learning needs will also be assessed against their Individual Support Plan (ISP). This is to ensure that all children can attain and make progress against achievable steps. ISP's need to be tailored to children's learning needs and updated regularly (at least once a term). SEN children who make small steps of improvement can be monitored by noting achievements made in their ISP targets or other personal targets or by evaluating their performance in intervention groups.

Tests

Internal Tests – used to help inform teacher assessments

Year 3, 4 and 5 have a termly assessment week, where the children complete tests. This is to consolidate teacher assessment and serves as another piece of independent evidence. The tests comprise of reading, SPaG and maths. In addition to these tests, the children also complete termly PIRA reading tests. These help to analyse the different areas of reading and give the children a reading age. Year 6 complete half-termly assessment weeks because of the SATs at the end of the key stage. They also cover reading, SPaG and maths.

External Tests – used to monitor school performance

- Reception Baseline
- Year 1 Phonics Screen (and Year 2 for those children who don't 'pass' in Year 1)
- Year 4 Multiplication Tables Check (MTC)
- End of KS2 SATS in Reading, SPaG and Maths.

Writing Assessment

Grades are based on the child's ability to achieve National Curriculum Programmes of Study. Children will be assessed against a progressive assessment grid, which we also use for the local Consortium moderation.

This is an example of the record of writing moderation sheet that staff use for the writing moderation for the local consortium.

Science and Foundation Assessments

Science and foundation subjects assessments will be recorded on our Sonar Tracker. Teachers will make a best fit grade for the child's performance across the term.

Teachers will record if the child is working towards (WT), working at (AT) or working at greater depth (GD) for each of the subjects. These will be updated at the end of every term.

Early Years Assessments

Reception Baseline

A baseline assessment is completed by the teacher for all children on entry to the Reception class. This will be their starting point in Reception. An average child on entry should be beginning 40 – 60 months. Children will be assessed for each area of learning using the Development Matters.

Reception Daily/Weekly Formative assessments

The Reception Team will make daily assessments through observations, discussions and checking children's recording in books. 2Simple software is used on a daily/weekly basis contain evidence of daily observations. Daily reading records are kept and all children are heard by an adult one-one at least once a week (Also group reading practice occurs for each child 3 times per week).

Reception Termly summative assessments

Reception assessments (including the Reception Baseline) are recorded on our Sonar Tracker EYFS Summative Assessment.

Attainment in Reception

EYFS attainment is tracked against Development Matters through the year in each area of learning and by the summer term all children are tracked on the Early Learning Goals.

Children are given grades to show how they are working against the expected standard, these are as follows:

-  Emerging
-  Expected
-  Expected with exceeding

At the end of Reception, all children will be assessed against the Early Learning Goals (ELG) for all areas of learning, which are the next progressive step from Development Matters.

For each ELG, the teacher must judge whether a child is: meeting the level of development expected at the end of the EYFS (and should be assessed as expected); or not yet reaching this level (and should be assessed as emerging).

A child has achieved a Good Level of Development, if they achieve at least the expected standard in ELG in the 3 Prime Areas + ELG in Maths + ELG in Literacy

-  Personal, Social and Emotional Development.
-  Communication and Language
-  Physical Development
-  Maths
-  Literacy

Development Matters Statements

Throughout the year, a child is assessed purely against the Development Matters statements that are taken from the EYFS. A child can be beginning, consolidating or secure within the age band of development matters. A best fit approached is used.

Development Matters

22 to 36 months	Beginning 30 -50 Months	Consolidating 30-50 Months	Secure 30-50 Months	Beginning 40-60 Months	Consolidating 40-60 Months	Secure 40-60 Months
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Evidence for Reception assessment – 2SIMPLE

2Simple software is used to build a profile of each child. Electronic and paper assessments are kept throughout the EYFS. The electronic profile is kept in the form of 2Simple. This stores evidence of children independently learning and links that learning to Development Matters. The work showcases independent work and significant steps in learning taken by the child. Evidence to support assessments can also be found in children's books.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Headteacher

Matt Hardman

Signed



December 2025

Chair of Governors

Karen Orman

Signed



December 2026

If you have any queries or require further information, please do not hesitate to contact us on 01827 872207 or email head2032@welearn365.com

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