Assessment Policy

Hillborough Infant and Nursery School

Owned and Written by: Assistant Headteacher & Assessment Lead – Mrs S Barber	**Date:** June 2026
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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1. Rationale

Assessment at Hillborough Infant & Nursery School, is an integral part of teaching and learning and provides a vital mechanism for raising standards and pupils' achievements. We have a continuous and systematic assessment system in place, which forms a fundamental part of the effective teaching strategies across school. This policy has been written to reflect the current DfE Teachers Standards, Teachers Pay and Conditions document and the OFSTED Inspection Schedule for schools. In addition, this Policy should also be read in conjunction with our Marking and Feedback Policy.

2. Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning at Hillborough Infant & Nursery School. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. At Hillborough Infant & Nursery School, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

3. 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.

4. Legislation and guidance

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

- Final Report of the Commission on Assessment without Levels.
- Making Data Work
- Ofsted Inspection Schedule for Schools Teachers Standards
- KS1 teacher assessment 2026
- EEF: Teacher Feedback to Improve Pupil Learning

5. Principles of assessment

The key assessment principle for Hillborough Infant and Nursery School, is to ensure that the purpose and the use of assessment and data is clear, relevant and in-line with the school's aims and values.

Assessment for learning and assessment of learning are distinguished clearly in our understanding of the key types of assessment: formative and summative and within this, our aims are:

- To gather, only necessary, information about the performance of individual pupils, groups, and cohorts, which is used to set specific targets, related to learning, at different levels and to ensure that effective interventions are in place.
- To ensure that all data collection is proportionate and that practices are helpful for pupil progress and measures, without increasing the expectations put on teaching staff that would increase teacher workload.
- To provide information for planning, teaching and curriculum development, as well as part of our SEND monitoring and interventions.
- To ensure that assessment procedures are fair and consistent for all pupils. To inform parents of their children's progress at parent consultations in the autumn and spring terms and through the annual report in July.
- To ensure that efficient assessment and recording are key parts of Hillborough Infant and Nursery School performance management policy, in line with the Teachers Standards.
- To ensure that assessment is used to inform curriculum provision.
- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targeted levels.

6. Assessment approaches

At Hillborough Infant and Nursery School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, inschool summative assessment and nationally standardised summative assessment.

6.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to understand how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Hillborough Infant and Nursery School, we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place.

We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.
- Questioning is a main part of any classroom teaching and at Hillborough Infant and Nursery School, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Self-assessment and peer-assessment is used throughout a variety of sessions where children can, for example, use linked or other strategies to work out if there, or their work partners, original response or answer is correct.
- Learning objectives are always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.
- Verbal feedback along with marking also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the lesson objective and success criteria.

- Teachers and children, reflect on performance and set targets for further development.

On-going formative assessment ensures that; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed. Also, on-going formative assessment, provides the evidence for the basis for making foundation subject assessment judgements at the end of each academic year.

6.2 In-school summative assessment

Assessment, at Hillborough Infant and Nursery School, serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

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.
- 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.

At Hillborough Infant and Nursery School, we use the outcomes of assessment to check and support our teaching standards and help us improve. Working with other schools is crucial in this process, along with using external tests and assessments. We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. This assessment criteria is derived from the school curriculum, which is composed of the National Curriculum Objectives.

The achievement of each pupil is assessed against all the relevant criteria four times per year for core subjects and foundation subjects three times per year. Within this, children are continually assessed against their age related expectation with: 'EXS' being the expected standard, 'WTS' being those children who are working towards the expected standard and 'GDS' being the children who are working within their age related expectation at greater depth. Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria for 'Greater Depth' standard.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

At Hillborough Infant and Nursery School, no one resource is used to base in-school summative assessment, as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. An overview of assessments used are detailed below by subject:

In maths:

- The Essential Maths assessments are used at the end of each term to ensure that teachers have an understanding firstly, of how the children are doing with a particular concept and both the effectiveness of their teaching.
- The gap analysis data from these papers are used for target setting

These assessments allow teachers to make informed judgements along with a child's end of unit tests, work within their book and along with discussions how a child has performed over the term and then this outcome will be recorded on the school's assessment system.

In reading:

- Years 2 use a range of reading comprehensions and Read Write Inc assessments.
- Read Write Inc assessments, which are completed six times over an academic year.
- Mock phonics screening takes place four times a year and the actual phonics screening takes place once a year.

The aim of the above is provide teachers with the basis to form a judgement, along with work within a child's English book and Read Write Inc sessions along with discussions how a child has performed over the term and then this outcome will be recorded on SIMs.

In writing:

Independent writing tasks take place at the end of each writing topic and these tasks, along with other pieces of cross – curricular independent writing, are used to make a judgement on a child's writing outcome. This outcome will be recorded on SIMS termly.

6.3 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.

At Hillborough Infant and Nursery School, nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile as a baseline at the beginning of reception and at the end of reception.
- Phonics screening check in year 1.

7. Collecting and using data

At Hillborough Infant and Nursery School, as well as providing information on outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data.

We ensure that data collected is clear and focused on our school audience.

The data collected is based upon work over time and this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against their age-related expectation.

We understand the limitations of the data we collect and what we can infer from it to make improvements over time.

At Hillborough Infant and Nursery School, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Considering this, we strive to ensure that the data that we collect provides us with an accurate judgement of a child's attainment against what is age related. We ensure that the data collected is based on a range of evidence for each term.

We ensure that the collection of data is proportionate.

Each term, for reading, writing and maths, teams work together to enter their judgements on to our SIMs assessment system and at the end of each term, judgements are made against the foundation subjects. Entering data on to SIMs, is incorporated into staff meeting time and becomes part of our normal working hours.

We ensure that analysing data is central to the collection and improving future teaching and learning.

Once the data has been entered on to SIMs, analysis documents are produced for each team.

This data analysis includes:

- Point's progress made for all groups of learners over the term, and since the end of the previous key stage end.
- Where children are in relation to their age-related expectation across all groups of learners.

Within team meetings and PPA time, staff ensure that they dedicate time to analysing their performance and the performance of: the cohort, groups of learners or individual children. From this, teams identify the focus for their following teaching. The data collected is shared in school with relevant staff and also communicated with parents in parent consultations and on school reports.

In addition to the above, each term pupil performance meetings are set up between SLT and teachers. In this time, discussions surround knowing the data and the threads to follow for improving future learning. At this point, intervention discussions will take place to ensure that improvement is made over time.

Sally Barber, Assessment lead, will ensure that all data is added onto SIMs within the time frame for collection and subject leaders will distribute analysis to SLT. A whole school review of data will form part of SLT discussions and governors' meetings each term.

8. Reporting to parents

Reporting to parents and carers is a fundamental part of our assessment practices at Hillborough Infant and Nursery School to encourage, engage, motivate and improve future learning. Assessment data is reported to our parents in the form of both consultation evening and written reports. The format for reporting to parents is outlined below:

- Autumn term consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.
- Spring term consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.
- Summer term, end of year reports are completed. The basis for our written reports is to ensure parents are informed about:
- Progress.
- Attainment against age related expectation.
- Attendance as a percentage with the number of unauthorised absences.
- Brief achievements in all areas of the curriculum.
- Targets for improving future learning.
- Results of external examinations taken.

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with SEND.

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.

At Hillborough Infant & Nursery School we use the Engagement Model to support assessment of the children with SEND. This model is used to assess students with SEND needs, such as complex or profound learning disabilities or cognitive impairments and is used in conjunction with our existing methods of planning and assessment

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the high

expectations of all pupils. However, this should account for the amount of effort the pupils put in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

10. Training

Updates are communicated to all staff as and when is necessary.

Head teacher, assessment leader and subject curriculum leaders are responsible for keeping all teachers up to date with advances in school assessment and ensuring that staff have access to continuing professional development opportunities in assessment.

Methods for assessment and recording are monitored amongst all staff as part of learning walks and book scrutinise.

We stay abreast of good assessment practice by keeping up to date with assessment research, working alongside other schools and sharing good practice.

11. Roles and responsibilities

11.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of no 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.

11.2 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.

11.3 Teachers

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

12. Monitoring

This policy will be reviewed annually by the Assistant Headteacher who leads on assessment across the school. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The Assistant Headteacher who leads on assessment across the school is responsible for ensuring that the policy is followed.

The Assistant Headteacher who leads on assessment across the school, will monitor the effectiveness of assessment practices across the school, through: moderation, learning walks, lesson observations, book scrutinise and pupil progress meetings. All feedback will be delivered in a 1-week time period.

13. Review Period

14. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedure
- Marking and Feedback policy