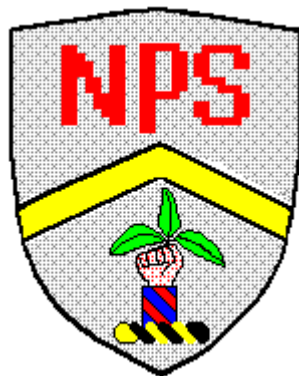


Assessment policy

Nettlesworth Primary School



Approved by:
Donna Lee

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1. 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

3. Principles of assessment

For **Nettlesworth Primary School**, our assessment principles are rooted in our inclusive ethos and our commitment to ensuring that all pupils achieve highly, regardless of their starting points or individual needs. Assessment is used to support learning, inform teaching and provide a clear picture of pupil achievement, whilst remaining manageable and purposeful for staff. Evidence from school documentation highlights a strong commitment to continual assessment, early identification of underachievement and monitoring the progress of all groups of pupils.

Assessment has clear and distinct purposes

- **Assessment for Learning (AfL):** Ongoing formative assessment is used daily within lessons through questioning, discussion, feedback, observations and pupil responses. Its primary purpose is to identify misconceptions, adapt teaching and support pupils to make progress.
- **Assessment of Learning:** Summative assessments provide information about what pupils know, understand and can do at specific points in time. These are used to evaluate attainment, identify strengths and areas for development, and support reporting to parents, governors and external agencies.
- **Assessment as Learning:** Pupils are encouraged to reflect on their own learning, understand success criteria and develop the skills to evaluate their progress and identify next steps.

Assessment is not used for too many purposes

- We ensure that each assessment activity has a clear purpose and is not expected to provide information beyond its intended use.
- Formative assessment informs teaching.
- Summative assessment evaluates attainment and progress.
- Statutory assessment fulfils accountability requirements.
- This clarity helps ensure assessments remain meaningful and reliable.

Assessment supports learning without creating unnecessary workload

- Teachers use assessment information that naturally arises from high-quality teaching and learning.
- We avoid excessive data collection and recording.
- Professional dialogue, work scrutiny, pupil discussion and classroom observation are used alongside assessment information to provide an accurate picture of pupil progress.
- Assessment systems are designed to be efficient, manageable and focused on improving outcomes for pupils rather than generating unnecessary paperwork.

Assessment is informed by evidence and best practice

- Our approach reflects current research and national guidance regarding effective formative assessment, feedback and responsive teaching.
- Assessment information is used to identify pupils at risk of underachievement and to plan timely intervention and support.
- Leaders regularly review assessment processes to ensure they remain effective, proportionate and focused on improving pupil outcomes. The school's documentation highlights that leaders analyse data carefully and ensure any pupil at risk of underachieving is quickly identified and receives appropriate support.

Assessment is inclusive and for all pupils

- Assessment is accessible and appropriate for all learners, including pupils with SEND, disadvantaged pupils, pupils with EAL and those working at greater depth.
- Progress is measured from each pupil's starting point.
- Reasonable adjustments are made where appropriate to ensure pupils can demonstrate what they know and can do.
- Assessment information is used to identify barriers to learning, celebrate achievement and ensure no group of pupils is overlooked. School documentation evidences a commitment to reviewing all cohort groups, monitoring vulnerable learners and ensuring there is no significant underachievement.

4. Assessment approaches

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

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Nettlesworth Primary School, formative assessment is an integral part of teaching and learning and is used continuously to support pupil progress. It enables teachers to identify what pupils know, understand and can do, whilst informing the next steps in learning. Our approach is based on responsive teaching, ensuring that assessment directly impacts classroom practice and improves outcomes for all pupils.

How formative assessment is used to assess knowledge, skills and understanding

Teachers gather evidence of learning throughout lessons using a range of strategies, including:

- Skilled questioning to check understanding, deepen thinking and assess pupils' reasoning.
- Observation of pupils during learning activities, practical tasks, collaboration and discussions.
- Regular review of pupils' work to assess the application of knowledge, skills and understanding across the curriculum.
- Immediate verbal feedback and in-the-moment adaptations to teaching.
- Short retrieval and recap activities that revisit prior learning and strengthen long-term memory.
- Low-stakes quizzes, flashbacks and knowledge checks to determine what pupils have retained over time.
- Assessment of independent work to evaluate pupils' ability to apply learning without support.

These approaches provide teachers with ongoing information about pupil understanding, ensuring that teaching remains responsive and effective.

How formative assessment is used to identify gaps and misconceptions

Formative assessment plays a key role in identifying misconceptions and gaps in learning at the earliest opportunity. Teachers use assessment evidence to:

- Identify pupils who require additional support, challenge or intervention.
- Address misconceptions through targeted questioning, modelling and feedback.
- Adapt lesson content, pace and teaching strategies where necessary.
- Provide immediate opportunities for pupils to revisit, practise and secure learning.
- Inform future planning and curriculum delivery.
- Monitor the progress of individuals and groups, including disadvantaged pupils, pupils with SEND, EAL learners and those working at greater depth.

Assessment information is used to ensure that no pupil falls behind and that learning barriers are identified and addressed promptly.

Marking and Feedback

Feedback is timely, purposeful and designed to move learning forward.

- Verbal feedback is used throughout lessons to provide immediate guidance and address misunderstandings.
- Written feedback is proportionate and focuses on strengths, misconceptions and next steps in learning.
- Whole-class feedback is used where appropriate to identify common strengths and areas for development, reducing workload whilst maximising impact.
- Pupils are routinely given opportunities to respond to feedback and improve their work.

Our marking practices are guided by the principle that feedback should have a positive impact on learning and should not create unnecessary workload for staff.

Self and Peer Assessment

Pupils are active participants in the assessment process.

They are encouraged to:

- Reflect on their learning against clearly defined success criteria.
- Identify what they have achieved and what they need to improve.
- Provide constructive feedback to peers.
- Edit, improve and redraft work where appropriate.
- Develop resilience, independence and ownership of their learning.

Through regular self and peer assessment, pupils develop a deeper understanding of quality, progress and effective learning behaviours.

The Role of Pupils in Assessment

Assessment is not something that is done to pupils; it is something they actively engage with. Pupils are encouraged to:

- Understand learning intentions and success criteria.
- Discuss and articulate their learning.
- Reflect on progress and identify next steps.
- Act upon feedback to improve outcomes.
- Take increasing responsibility for their own learning as they move through the school.

Inclusion in Formative Assessment

Formative assessment is designed to be accessible and meaningful for all pupils. Teachers ensure that assessment approaches are adapted where necessary so that every child can demonstrate their knowledge, skills and understanding. Assessment information is used to celebrate achievement, identify barriers and ensure that all pupils, regardless of need or starting point, can make strong progress.

In this way, formative assessment remains a powerful tool for supporting high-quality teaching, promoting pupil engagement and securing excellent outcomes for all learners.

4.2 In-school summative assessment

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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Nettlesworth Primary School, summative assessment is used to evaluate what pupils have learned at key points in the curriculum and to provide reliable information about attainment, progress and curriculum effectiveness. Summative assessment complements our formative assessment practices and helps leaders and teachers to evaluate learning over time whilst maintaining a clear focus on improving outcomes for pupils.

In-school Summative Assessment Approaches

We use a range of summative assessment approaches to provide a balanced picture of pupil achievement, including:

- End-of-unit and end-of-topic assessments to evaluate pupils' knowledge, understanding and application of key curriculum content.
- Termly assessments in reading, writing and mathematics to monitor progress against age-related expectations and national standards.
- Teacher assessment of pupils' work over time, drawing on a range of evidence from lessons, independent work and assessment tasks.
- End-of-year assessments which help determine pupils' overall attainment and readiness for the next stage of learning.
- Statutory assessments, including the Early Years Foundation Stage Profile, Phonics Screening Check, Multiplication Tables Check, Key Stage 2 assessments and teacher assessment requirements where applicable.
- SEND reviews, including SEN Support Plan reviews and EHCP reviews, which assess progress towards personalised targets and outcomes.

Using Summative Assessment to Improve Future Learning

Summative assessment provides valuable information which is used to strengthen future teaching and learning. Assessment outcomes help teachers to:

- Identify areas of the curriculum that have been successfully learned and retained.
- Highlight gaps in knowledge, skills and understanding that require further teaching.
- Review the effectiveness of curriculum planning and sequencing.
- Inform intervention programmes and targeted support.
- Adapt future teaching to ensure all pupils are able to make strong progress.

Summative assessment is therefore used not simply to measure attainment, but also to improve future learning opportunities for individual pupils and groups of learners.

Demonstrating Improvement Over Time

A key purpose of summative assessment is to track progress over longer periods. Teachers evaluate attainment and progress by considering:

- Pupils' starting points and prior attainment.
- Assessment outcomes over successive terms and years.
- Progress towards age-related expectations and curriculum end points.
- Progress of key groups, including disadvantaged pupils, pupils with SEND, EAL learners and those working at greater depth.

This enables leaders and teachers to identify trends, monitor the impact of teaching and interventions, and ensure that all pupils continue to make strong progress throughout their time in school.

Use of Standardised and Commercially Produced Assessments

Where appropriate, the school uses externally produced standardised assessments to support teacher judgement and provide additional assurance regarding attainment and progress.

These assessments are selected because they:

- Provide reliable, standardised information against national expectations.
- Support the identification of strengths, gaps and learning needs.
- Enable comparisons with age-related standards.
- Assist in validating teacher assessment.
- Complement rather than replace professional judgement.

The use of any commercial assessment is carefully considered to ensure it aligns with our assessment principles of validity, reliability, inclusion and manageable workload. Such assessments provide one piece of evidence within a broader assessment framework and are never used in isolation.

Standardisation and Validation

To ensure assessment is accurate and consistent, we have robust processes for standardisation and moderation.

These include:

- Regular moderation of writing and foundation subject assessments within school.
- Collaborative professional discussions between teachers and leaders regarding attainment and progress.
- Cross-phase moderation to support consistency of expectations.
- Participation in local authority, trust and partnership moderation activities where available.
- Review of assessment outcomes alongside pupils' work to ensure that judgements are secure and evidence-based.
- Analysis of assessment data by senior leaders to identify anomalies, trends and areas requiring further investigation.

These processes help ensure that assessment judgements are robust, consistent and reliable across classes and year groups.

Inclusion in Summative Assessment

All summative assessments are designed to be accessible and appropriate for all learners. Reasonable adjustments are made where required, particularly for pupils with SEND, so that assessments provide an accurate reflection of what pupils know, understand and can do. Progress is considered in relation to individual starting points, personalised outcomes and curriculum expectations.

Through this balanced approach, summative assessment enables the school to monitor attainment, demonstrate progress over time, evaluate the effectiveness of teaching and curriculum provision, and ensure that all pupils are supported to achieve their full potential.

4.3 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/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

5. Collecting and using data

At Nettlesworth Primary School, assessment information is recorded only when it is necessary to support teaching, monitor pupil progress, fulfil statutory requirements or inform school improvement. We are committed to ensuring that assessment data collection is purposeful, proportionate and does not create unnecessary workload for staff.

When Assessment Data is Recorded

Teachers collect and record assessment information at key points throughout the academic year, including:

- Termly assessments in reading, writing, SPAG, Science, mathematics and foundation subjects
- End-of-unit or end-of-topic assessments where appropriate.
- Statutory assessment points, including the Early Years Foundation Stage Profile, Phonics Screening Check, Multiplication Tables Check and Key Stage 2 assessments.
- Reviews of progress for pupils with SEND, including SEN Support Plans and Education, Health and Care Plans (EHCPs).
- Identification of pupils requiring additional support, intervention or challenge.
- Reporting points for parents, governors and school leaders.

Teachers are not expected to record every piece of formative assessment data. Day-to-day assessment information remains primarily within professional practice and is used to inform teaching rather than generate excessive records.

How Assessment Data is Collected and Used

Assessment information is collected through a combination of:

- Teacher assessment based on pupils' ongoing work and attainment.
- Summative assessments and standardised tests.
- Statutory assessment outcomes.
- SEND review processes and personalised target monitoring.
- Professional discussions between teachers and leaders.

The information collected is used to:

- Monitor individual pupil progress and attainment.
- Identify pupils at risk of underachievement.
- Inform teaching, intervention and curriculum development.
- Evaluate the effectiveness of provision for different groups of pupils.
- Support transition between classes and key stages.
- Meet statutory reporting requirements.
- Inform school self-evaluation and improvement planning.

Assessment data is only collected where it will contribute directly to improving outcomes for pupils.

Sharing Assessment Information

Assessment information is shared appropriately with those who need it to support pupil achievement and wellbeing, including:

- Pupils, to help them understand their progress and next steps.
- Parents and carers through consultation meetings, annual reports and other communications where appropriate.
- Teachers and support staff to ensure continuity of learning and effective provision.
- Senior leaders to monitor standards, progress and curriculum effectiveness.
- Governors through anonymised and aggregated reports that support strategic oversight.
- External agencies and professionals where required to support pupils with additional needs.
- Receiving schools and settings during transition arrangements.

All assessment information is handled in line with data protection requirements and confidentiality expectations.

Communicating Data Effectively

Assessment information is communicated in ways that are clear, meaningful and proportionate.

- Teachers use assessment outcomes to discuss progress and next steps with pupils.
- Parents receive concise information that focuses on achievement, progress and how they can support learning at home.
- Leaders analyse assessment information to identify strengths, trends and priorities for development.
- Governors receive summary reports that provide strategic information rather than excessive data.

The emphasis is on using information to support decision-making and improvement rather than generating large volumes of data.

Minimising Teacher Workload

The school recognises that assessment should support teaching rather than create unnecessary administrative burdens. To achieve this:

- Only essential assessment information is formally recorded.
- Teachers are not expected to produce extensive evidence beyond what is generated through normal classroom practice.
- Assessment systems are designed to be efficient and manageable.
- Professional judgement is valued alongside quantitative data.
- Whole-class feedback, ongoing formative assessment and professional dialogue are utilised to reduce duplication of effort.
- Data collection points are limited to those required to monitor progress effectively and meet statutory obligations.

By ensuring that assessment information is collected, recorded and shared only when it serves a clear purpose, Nettlesworth Primary School maintains an assessment system that is informative, manageable and focused on improving outcomes for all pupils.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Nettlesworth Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

7. Reporting to parents/carers

At Nettlesworth Primary School, we believe that effective communication with parents and carers is essential in supporting pupils' learning and development. Assessment information is shared in a clear, accessible and meaningful way to ensure parents understand their child's attainment, progress and next steps. Our reporting arrangements are designed to strengthen home-school partnerships and enable parents to support learning effectively. The school places a high value on engagement with parents and carers as part of its inclusive approach to education.

Parents' Evenings and Ongoing Communication

Parents and carers are given regular opportunities to discuss their child's progress throughout the year through:

- Formal parent consultation meetings.
- Additional meetings where concerns or exceptional achievements need to be discussed.
- SEND review meetings, SEN Support Plan reviews and annual EHCP reviews where applicable.
- Informal communication with teachers and school leaders when required.

These discussions focus on pupils' strengths, achievements, progress towards learning goals and areas for further development.

Annual Written Reports

Every pupil receives an annual written report to parents and carers. In line with statutory requirements for maintained schools, reports include:

- Brief details of achievements across all subjects and areas of the curriculum, highlighting strengths and areas for development.
- Comments on the pupil's general progress and attainment.
- Information about the pupil's personal development, attitudes to learning and wider achievements where appropriate.
- Arrangements for parents/carers to discuss the report with their child's teacher.
- Attendance information for pupils where this is required by legislation, including:
 - The total number of possible attendances.
 - The percentage of unauthorised absences.

Statutory Assessment Reporting

Where applicable, annual reports will include statutory assessment outcomes, including:

At the end of Key Stage 2:

- Teacher assessment outcomes for English writing and science.
- Results of National Curriculum tests in reading and mathematics.
- Pupils' scaled scores.
- Confirmation of whether the pupil met the expected standard.
- A statement explaining why a statutory test was not taken, where relevant.

Where required, reports will also contain:

- Details of any public examinations taken and the grades achieved.
- Details of any vocational qualifications or credits gained.

Comparative Information

In accordance with statutory requirements, annual reports for pupils at the end of Key Stage 2 will include comparative information showing:

- How the pupil's attainment compares with other pupils of the same age within the school.
- How the pupil's attainment compares with pupils nationally in the core subjects.

This information helps place assessment outcomes within a broader context whilst recognising that every pupil's journey is unique.

Reporting for Pupils with SEND

For pupils with SEND, assessment information is communicated through:

- SEN Support Plan reviews.
- Annual Review meetings for pupils with EHCPs.
- Personalised targets and outcome reviews.
- Meetings with parents, teachers, SENDCO and external professionals where appropriate.

Reports focus on progress from individual starting points and achievement towards personalised outcomes as well as curriculum attainment.

Ensuring Reporting is Meaningful

We aim to ensure that assessment information is communicated in a way that supports understanding rather than simply providing data. Information shared with parents and carers:

- Uses clear and accessible language.
- Celebrates achievement and progress.
- Identifies priorities for future learning.
- Supports productive discussions between home and school.
- Encourages pupils and parents to engage actively in the learning process.

Partnership with Parents and Carers

Our approach reflects the school's commitment to inclusion, high expectations and strong partnership working with families. Parents and carers are viewed as key partners in their child's education, and reporting arrangements are designed to ensure they receive timely, accurate and meaningful information about attainment, progress and wellbeing.

Through regular communication, consultation meetings and comprehensive annual reports, we ensure parents and carers are well informed and able to play an active role in supporting their child's ongoing success.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts 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.

9. Training

At Nettlesworth Primary School, we recognise that effective assessment is integral to high-quality teaching and learning. We are committed to ensuring that all teachers maintain a secure and up-to-date understanding of assessment principles and practice through a programme of ongoing professional development, collaboration and quality assurance.

Assessment training forms part of our annual professional development programme and is led by the Headteacher and senior leaders. Staff receive regular updates on national assessment requirements, curriculum expectations and developments in assessment research through staff meetings, training days, local authority networks and external professional learning opportunities. New staff receive induction on the school's assessment systems and expectations to ensure consistency from the outset.

The Headteacher and senior leadership team are responsible for monitoring developments in assessment practice and ensuring that staff have access to appropriate continuing professional development. This includes participation in local authority moderation activities, subject and phase networks, educational research, professional associations and national guidance. Information and good practice are then disseminated through staff meetings, coaching conversations and professional learning sessions.

Teachers are supported to develop and refine their assessment practice through:

- Regular pupil progress meetings and professional dialogue.
- Internal and external moderation activities to ensure consistency and accuracy of judgement.
- Collaborative planning and work scrutiny opportunities across year groups.
- Monitoring and feedback from leaders through lesson visits, book reviews and assessment reviews.
- Access to educational research and evidence-informed approaches to assessment.
- Opportunities to observe effective practice and share successful strategies with colleagues.

Assessment practice is reviewed routinely to ensure it remains manageable, meaningful and focused on improving outcomes for pupils. Staff are encouraged to reflect on the impact of assessment approaches and contribute to the ongoing development of the school's assessment procedures.

Through this culture of continual professional learning, we ensure that assessment remains accurate, consistent and effective in supporting every pupil's progress and achievement.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- › Being familiar with statutory assessment systems, as well as how the school's own system of non-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
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- › Ensuring this 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
- › Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment lead

The assessment lead is responsible for:

- › Supporting the headteacher with assessment responsibilities
- › Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- › Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy, including for effective marking and feedback
- › Creating and sharing clear mark schemes for the purposes of moderation
- › Being familiar with the standards for the subjects they teach
- › Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by Head Teacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Head Teacher responsible for ensuring that the policy is followed.

Head Teacher will monitor the effectiveness of assessment practices across the school, through:

moderation, lesson observations, book scrutinies and/or pupil progress meetings.

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Feedback policy
- Early Years Foundation Stage policy and procedures