



ASSESSMENT POLICY 2026

Status of Policy	Date
Policy written/ reviewed	28/04/2026
Review	April 2028

Assessment: The Latin root assidere means to sit beside. In an educational context, the process of observing learning; describing, collecting, recording, scoring and interpreting information about a student's or one's own learning. At its most useful, assessment is an episode in the learning process; part of reflection and autobiographical understanding of progress.

Principles

Assessment is divided into three broad types:

- Day-to-day formative assessment*
- In-school summative assessment
- Nationally standardised summative assessment
- The aim of each type of assessment is defined below and will not be confused by trying to use it for too many different purposes.
- Assessment will be recorded formally only when necessary, in order that teacher workload is not added to unnecessarily.
- Assessment policy and practice will be regularly reviewed in light of new information on best practice in other schools.
- Moderation activities will form a key part of assessment practice, both within and between key stages, in order to arrive at firm judgments and share best practice.

Responsibilities

- The Assessment Co-ordinator is responsible for ensuring the policy is maintained and followed, and for monitoring the effectiveness of assessment practices in school.
- The Assessment Co-ordinator will remain up to date on the changing assessment agenda, ensure relevant guidelines are followed, and seek out examples of current best practice.
- Time and resources will be allocated to staff professional development.
- The effectiveness of the policy is reviewed regularly by the Assessment Co-ordinator, in conjunction with the Head Teacher, and staff consulted on policy and practice.
- Subject leaders will monitor the end of unit assessment grids and quizzes are compiled and completed by staff. This will be monitored through book looks and pupil interviews.
- Overall responsibility for the monitoring of attainment and progress of children with SEND, and Disadvantaged children, lies with the SENCO/DHT, in conjunction with class teachers, and is monitored by the Assessment Co-ordinator.

Day-to-day Formative Assessment

Formative assessment is at the heart of teaching and learning at Melbourne Junior School drives our ethos, ensuring that children are challenged to achieve their full potential:

‘In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.’

(Carol Dweck)

Purposes:

- Children – to measure their knowledge and understanding against learning objectives and identify next steps for learning.
- Teachers – to identify when pupils need further support or consolidation, and when they are ready to move on.

Types of formative assessment may include:

- Carefully planned learning objectives, evaluated after each lesson and adapted accordingly
- Opportunities for peer and self-assessment
- Setting clear success criteria for all learners
- Meaningful feedback, given as close as possible to the point of learning, and in a variety of formats
- Providing a stimulating learning environment to support formative assessment
- Analysis of assessment tasks
- Targeted and flexible intervention
- Planned opportunities for children to act on feedback
- High quality, focused and differentiated questioning

Day-to-day formative assessment should be used to inform future lessons and is not usually required to be recorded formally. It may be noted on lesson plans, form a verbal dialogue with children, or be evident in books through written marking.

Assessment information collected through day-to-day formative assessment should be shared with children in an age-appropriate way, through feedback. The Feedback and Marking Policy should be consulted for guidance on this. These policies have been written following the publication of the recent government workload review and are constantly being reviewed, with reducing teacher workload as a key factor.

The online assessment tool 'Insight' is used by teachers to record their assessments against key objectives in the core subjects, as well as History and Geography. This allows teachers to identify gaps in children's understanding and also forms the basis for summative judgments.

In-school Summative Assessment

Summative assessment is used by teachers to evaluate learning at the end of a unit or term. It should also inform future teaching and learning and can be considered to also be formative in this sense.

Purposes:

- Children – to provide information about how well they have learned and understood a unit or topic and give feedback on next steps for learning.
- Teachers – to evaluate learning at the end of a unit or term and plan subsequent teaching and learning.
- School leaders and governors – to monitor the performance of cohorts and key groups, identify where interventions may be required and ensure children and teachers are sufficiently supported.
- Parents – to keep them informed of their child's progress over time.

In-school summative assessments usually take place three times per year, at the end of each long term, although this data is usually only analysed and reported to governors twice a year.

Teachers use their formative assessments, any relevant test data, and their knowledge of the individual child, to make a judgment about whether they are on track to meet or exceed 'Age Related Expectations' (ARE). This is recorded on the assessment tool 'Insight'. The information forms the basis of termly Pupil Progress meetings with the Head Teacher and should inform teaching for the next term. This data is also collected by the Assessment Co-ordinator for tracking and monitoring purposes and analysed for reporting to senior leaders and governors.

Children with SEND, who are working outside the National Curriculum objectives, are currently assessed against 'Formative Foot Prints', or other national assessment tools as recommended by external agencies, and this is also recorded on a termly basis.

More formal optional tests are carried out in the Spring and Summer term in Y3, 4 and 5, with the results being used to support teacher judgments at the end of the year. It is expected that test results in Y5 will carry more weight than in lower school.

Assessment in Science includes:

- Talking to the pupils and asking questions.
- Discussing the work with the pupil.
- Marking work against the learning objective (see school's marking guidelines and policy).
- Observing the pupils carrying out practical tasks.
- Pupils self-evaluation of their work.
- Children completing Test Base questions at the end of every unit.
- Teachers assessing against curriculum objectives on Insight during/at the end of each unit.
- Science data being submitted on Insight at the end of the academic year as for English and Maths. #

Teachers will assess each child at the end of each academic year, using the following descriptors:

Working towards age-related expectations

Working at age-related expectations

Working above age-related expectations

These judgments inform future planning and enable teachers to differentiate accordingly.

Upon completion of a unit in foundation subjects, teachers will assess whether a child is working towards, expected or working at greater depth and compile this information in an assessment grid. These will be completed per year group so that the information is more easily passed on to the next year group. Children will also complete a quiz at

the end of a foundation unit that will include both the retrieval of facts and the analysis of sources to ascertain the child's understanding and evidence teacher judgement.

The tracking of pupil's attainment and progress is carried out by the Assessment Co-ordinator and monitored by the Head Teacher. Progress of cohorts is demonstrated through improvements in the proportions of children judged to be on track to meet or exceed Age Related Expectations (ARE).

Nationally Standardised Summative Assessment

Children sit statutory national assessments at the end of Key Stage 2, in Maths, Reading and SPaG. Writing is also assessed by class teachers, in addition to the tested areas.

Purposes:

- Children and parents – provide information on how children and the school performs in comparison to the national picture.
- School leaders and governors – can plan future school improvement areas, benchmark against other schools and make judgments about the school's effectiveness.
- Government – hold schools to account and measure the impact of policy making.
- Ofsted – provides a starting point for discussion with schools about their effectiveness.

The school follows all requirements for completion of the statutory tests.

Target Setting

Pupil targets for the end of Key Stage 2 are set and reviewed on an annual basis in line with the requirements of the National Curriculum. These consider pupils' prior attainment at Key Stage 1, as well as some other background information (gender and birth date). Where children need more specialist provision, teachers may choose to set close targets to support a child to build specific foundational skills. These targets may form the basis of an ISP (individual support plan).

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