

**Newburgh**  
Primary School

# Assessment Policy

## Introduction

This assessment policy outlines the approach to assessment at Newburgh Primary School, in line with the 2014 National Curriculum in England and the expectations of the Office for Standards in Education, Children's Services and Skills (Ofsted).

## Purpose

The purpose of assessment at our school is to:

1. Inform teaching and learning to meet the needs of all pupils.
2. Provide regular feedback to pupils, parents/carers, and other stakeholders.
3. Assess and track pupil progress and attainment using the Insight tracking tool to record, analyse, use and share our data.
4. Ensure accountability and demonstrate the school's effectiveness.

## Principles of Assessment

1. **Formative Assessment:** Regular and ongoing assessment to provide feedback and inform teaching strategies. Recorded on Insight (Objective Recording Procedure – **Appendix 2**), coverage of objectives will document group and individual understanding of specific curriculum areas.
2. **Summative Assessment:** Evaluation of pupil progress at key points, such as the end of term, end of year and end of key stage, to measure attainment and progress
3. **Diagnostic Assessment:** Identifying individual pupil needs to personalise learning.
4. **Assessment for Learning:** Involving pupils in self-assessment and peer assessment.
5. **Standardization:** Maintaining consistency and fairness in assessment practices across the school through use of a standardised platform and whole school training.

## Assessment Procedures

Assessments are carried out periodically throughout the year. This information is used to inform Parents Evening meetings, interim and end of year reports, pupil progress meetings and attainment and progress reports to the SLT and Governing Body. (A schedule for data collection and reporting dates can be found in **Appendix 1**)

1. **Assessment for Learning (AfL):**
  - a. Teachers will use a range of strategies such as questioning, observation, and marking to assess pupils' understanding and progress.
  - b. Pupils will be involved in self-assessment and peer assessment to reflect on their own learning.
2. **Summative Assessment:**
  - a. Mid-Term predictions and end-of-term assessments and tests will be conducted to gauge pupil progress and attainment. (See **Appendix 3-5** for procedures)
  - b. Key Stage assessments will be carried out as per the requirements of the 2014 National Curriculum in England.
3. **Data Management:**
  - a. Assessment data will be recorded and analyzed to track individual and cohort progress.
  - b. The school will use a secure and efficient system for managing assessment data. (Insight)
4. **Reporting:**
  - a. Regular reports to parents/carers will be provided, detailing pupil progress and areas for development.
  - b. Parents evenings will be held to discuss pupil progress and set targets.
5. **Inclusion and Special Educational Needs (SEN):**

- a. Differentiated assessment strategies will be employed to meet the needs of all pupils, including those with SEN and disabilities.
- b. Assessments will be adjusted to accommodate pupils with specific needs based on judgement of the class teacher and discussions with the SENDCo.

## **Roles and Responsibilities**

### **1. Teachers:**

- a. Design and implement formative assessments.
- b. Select / design and implement appropriate summative assessments unless provided for or otherwise instructed by the senior leadership team.
- c. Provide regular and constructive feedback to pupils.
- d. Ensure that all formative assessments (INSET OBJECTIVES) are recorded for every subject throughout the year to inform teaching and learning.
- e. Identify children not making good progress and liaise with the SLT and/or SENDCo to implement adaptations to accelerate progress.
- f. Ensure all summative assessments, as stated in Appendix 1, are recorded in INSIGHTS.
- g. Termly analyse year group data to ensure all children achieve a good level of progress and there are high expectations for all.

### **2. Senior Leadership Team:**

- a. Oversee the implementation of the assessment policy.
- b. Provide summative testing materials periodically throughout the year.
- c. Provide training and support to staff on assessment best practices.
- d. Provide opportunities for school and external moderation in a collaborative and non-judgmental style to support professional development.
- e. Termly analyse whole school data to ensure all children achieve a good level of progress and there are high expectations for all.
- f. Identify children not making good progress and liaise with the Class Teacher and/or SENDCo to implement adaptations to accelerate progress.

### **3. Governors:**

- a. Monitor the effectiveness of the assessment policy and its impact on pupil progress.

### **4. Assessment Coordinator:**

- a. Lead on the coordination and management of internal summative assessment tasks.
- b. Lead on the implementation of Statutory assessment practices in conjunction with the Headteacher to meet statutory requirements. Ensure that key staff have understood the requirements of the statutory guidance documents and supported in deciding access requirements.
- c. Support staff in implementing the assessment policy effectively.
- d. Create whole school reports on progress and attainment data. Track year groups and key groups progress and attainment against prior key stage data and predicted and current attainment data on a termly basis.
- e. Analyse the data in these reports to inform SLT and Governors on the success of current practice and the identified areas for improvement.

## **Monitoring and Evaluation**

### **1. Internal Review:**

- a. Regular reviews of assessment practices and data to ensure alignment with the school's assessment policy.

- b. Staff training and support to address any areas of improvement.
- 2. **External Review:**
  - a. Engagement with external professionals and agencies to validate the school's assessment practices.
  - b. Alignment with Ofsted's requirements and recommendations.

## **Ofsted Expectations**

Ofsted, in line with the most recent framework, expects schools to:

- Have a robust and clearly communicated assessment policy that is consistently implemented.
- Demonstrate how assessment informs teaching and supports pupil progress.
- Show evidence of effective use of assessment data to identify areas for improvement and inform strategic decision-making.
- Ensure that assessment practices are inclusive and support the progress and attainment of all pupils, including those with SEN and disabilities.

This assessment policy is designed to meet and exceed the expectations of Ofsted, ensuring that assessment at our school contributes to the continuous improvement of teaching and learning.

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The above assessment policy is designed to meet the expectations of Ofsted and the requirements of the 2014 National Curriculum in England. It aligns with best practices in assessment and reflects the commitment of the school to fostering the progress and attainment of all pupils.

## Appendix 1

### Data Collection and Reporting Dates (2024/2025) v2

<b>Autumn Term</b>	
WB 16 <sup>th</sup> & 23 <sup>rd</sup> Sept	Reception Baseline completed
WB 16 <sup>th</sup> Sept	MTC/phonic screening practice/prediction
WB 23 <sup>rd</sup> Sept	End of Year Prediction – INSIGHT ( including GLD, Phonic results, Y2, Y4 MTC and Y6)
WB 30 <sup>th</sup> Sept	Analysis of predictions for key groups and year groups report
WB 30 <sup>th</sup> Sept	Provision map of interventions updated
Thurs 10 <sup>th</sup> Oct	Report to Governors on predictions
Tues 22 <sup>nd</sup> and Wed 23 <sup>rd</sup> Oct	Parents evenings Report cards featuring End of Year Prediction
By 24 <sup>th</sup> Oct	RWI assessments completed
<b>Half term</b>	
WB Mon 4 <sup>th</sup> Nov	Pupil Progress Meetings on standards and analysis of interventions
Week 25 <sup>th</sup> Nov	Internal assessment week (NFER / SATs Practice standardised score data recorded on INSIGHT)
WB 2 <sup>nd</sup> Dec	MTC/phonic screening practice/prediction
Friday 6 <sup>th</sup> Dec	Autumn Term Attainment Data collection – INSIGHT (no data commentary) All Subjects including foundation subjects entered on INSIGHTS as summative assessments
WB – 9 <sup>th</sup> Dec	Autumn Data Analysis- comparing predictions with Autumn term data and comparison between NFER scores and TA.
Thurs 12 <sup>th</sup> Dec	Assessment Data Report to Governors
WB 16 <sup>th</sup> Dec	Provision map of interventions for Spring term updated
By 13 <sup>th</sup> Dec	RWI assessments completed/reading ages for those below 8 years- add to INSIGHTS
<b>Spring Term</b>	
WB 3 <sup>rd</sup> Feb	Updated end of year predictions entered on INSIGHTS
Wed 12 <sup>th</sup> & Thurs 13 <sup>th</sup> Feb	Parents evenings Report cards featuring End of Year Prediction
By 14 <sup>th</sup> Feb	RWI assessments completed
<b>Half term</b>	
WB 24 <sup>th</sup> Feb	Pupil Progress Meetings on standards and analysis of interventions
WB 24 <sup>th</sup> March	Internal assessment week (NFER / SATs Practice standardised score data recorded on INSIGHT)
WB 24 <sup>th</sup> March	MTC/phonic screening practice/prediction
By 4 <sup>th</sup> April	Spring Term Attainment Data collection – INSIGHT (no data commentary) All Subjects including foundation subjects entered on INSIGHTS as summative assessments
WB 7 <sup>th</sup> April	Spring Data Analysis- comparing predictions with Spring term data and comparison between NFER scores and TA.

Thurs 10 <sup>th</sup> April	Assessment Data Report to Governors
By 11 <sup>th</sup> April	<b>RWI assessments completed/reading ages for those below 8 years- add to INSIGHTS</b>
WB 7 <sup>th</sup> April	Provision map of interventions for Summer term updated
<b>Summer Term</b>	
From 1 <sup>st</sup> May	Y2 optional SATS
WB 5 <sup>th</sup> May	MTC/phonic screening practice/prediction
WB 12 <sup>th</sup> May	Y6 SATs week
By 23 <sup>rd</sup> May	RWI assessments completed
<b>Half term</b>	
WB 9 <sup>th</sup> June	<b>Internal Assessment week</b> (NFER / SATs Practice standardised score data recorded on INSIGHT)
Week Mon 9 <sup>th</sup> June	Y1 Phonic screening
Week 2nd/9 <sup>th</sup> June	Y4 Multiplication tests
Fri 13 <sup>th</sup> June	Y6 Writing assessment complete
Monday 16 <sup>th</sup> June	Reports to Headteacher
Fri 20 <sup>th</sup> June	End of Year Attainment Data collection - INSIGHT (no data commentary) <b>All Subjects including foundation subjects</b>
WB 30 <sup>th</sup> June	<b>RWI assessments completed/reading ages for those below 8 years</b>
WB -23 <sup>rd</sup> June	Summer Data Analysis comparing predictions with Spring term data and comparison between NFER scores and TA.
WB 23 <sup>rd</sup> June	Pupil Progress Meetings on standards and analysis of interventions
Tues 8 <sup>th</sup> July	KS2 assessment live
Thurs 10 <sup>th</sup> July	End of Year Assessment Report to Governors including Statutory and internal assessment date for key groups.

## Appendix 2

### Objective Recording Procedure

In order to record objective coverage on Insight you need to follow the steps below:

1.

On the Homepage, click on the 'Objectives' button in the toolbar at the top of the screen.

The screenshot shows the Insight interface for Newburgh Primary School. The top navigation bar includes 'Home', 'Reports', 'Pupils', 'Provisions', 'Objectives', and 'Enter Data'. The 'Objectives' button is circled in red. Below the navigation bar, there is a 'News and Updates' section with a 'Webinar: Provision Mapping' announcement and a 'Parent Reporting' update.

2.

You will find yourself on this screen.

The screenshot shows the 'Objectives' page. The top navigation bar is the same as in the previous screenshot. Below it, there are filters for 'Show pupils from 2023-2024' and 'Filter Pupils'. The 'Show objectives for Maths as of 01/03/2024' is displayed, with a 'Load Grid' button.

3.

Here you can select the subjects in which you want to record the objectives covered (both NC and EYFS are available) Then click 'Load Grid'.

The first screenshot shows the 'Maths' dropdown menu open, listing subjects: Maths, Reading, Science, Writing, EYFS, and Foundation. The second screenshot shows the 'Maths' dropdown menu open, listing subjects: Maths, Reading, Science, Writing, EYFS, and Foundation. The 'EYFS' dropdown is also open, listing subjects: Communication and Language, Expressive Arts and Design, Literacy, Mathematics, Personal, Social and Emotional Development, Physical Development, and Understanding the World.

4.

A screen like this will open. Here you have the option to give pupils grades based on their knowledge and understanding of subject areas.

Click here to select a grade for a pupil / objective

Click here to select an objective for the entire group. (You can select multiple of these)

The grade options are as follows:

- 0 Taught, but not yet understood
- 1 Some evidence, but not yet secure
- 2 Objective secured
- 3 Working at greater depth

5.

Should you wish to change class or filter groups, you can do so by clicking here.

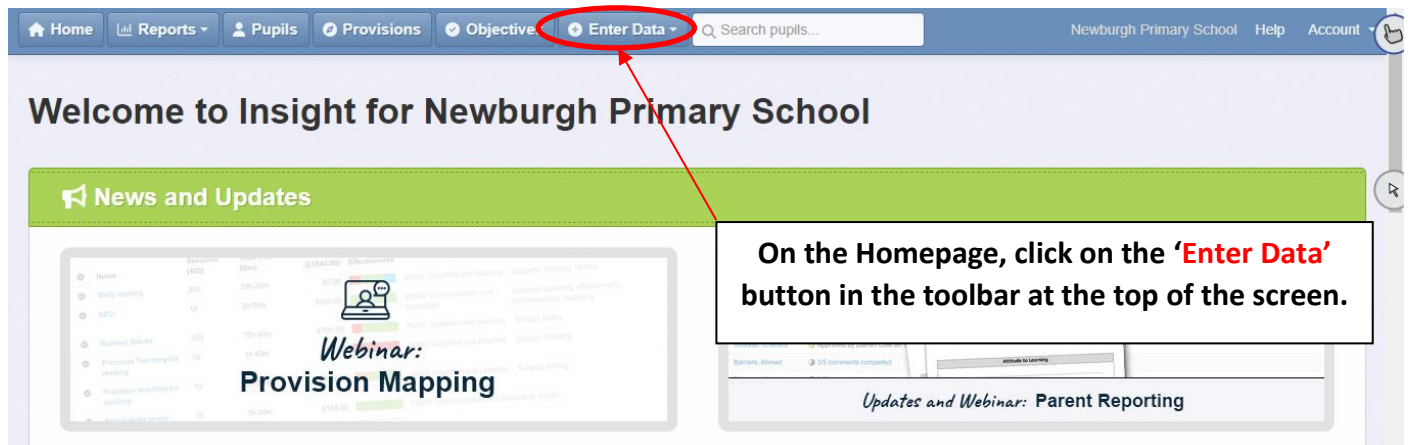


## Appendix 3

### End of Year Prediction Recording Procedure

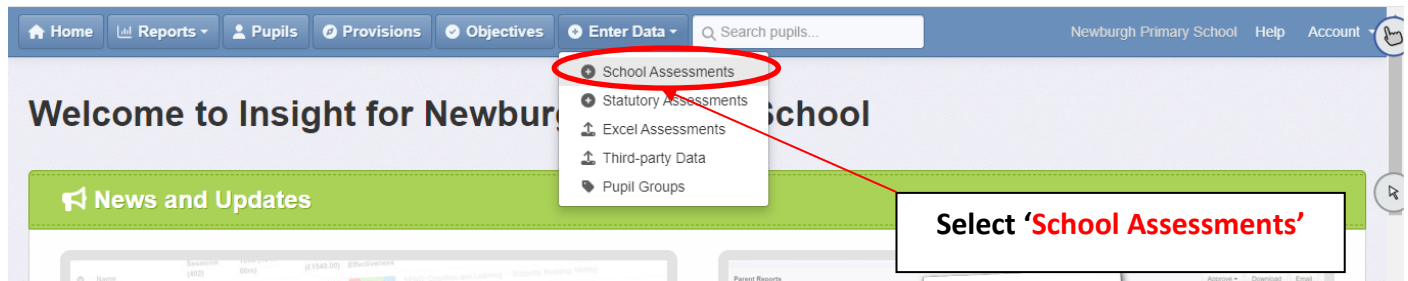
During Autumn 1 and Spring 1, an end of year prediction must be recorded in order to inform the interim reports, parents evening discussions and pupil progress meetings. The procedure for recording this data is shown below:

1.



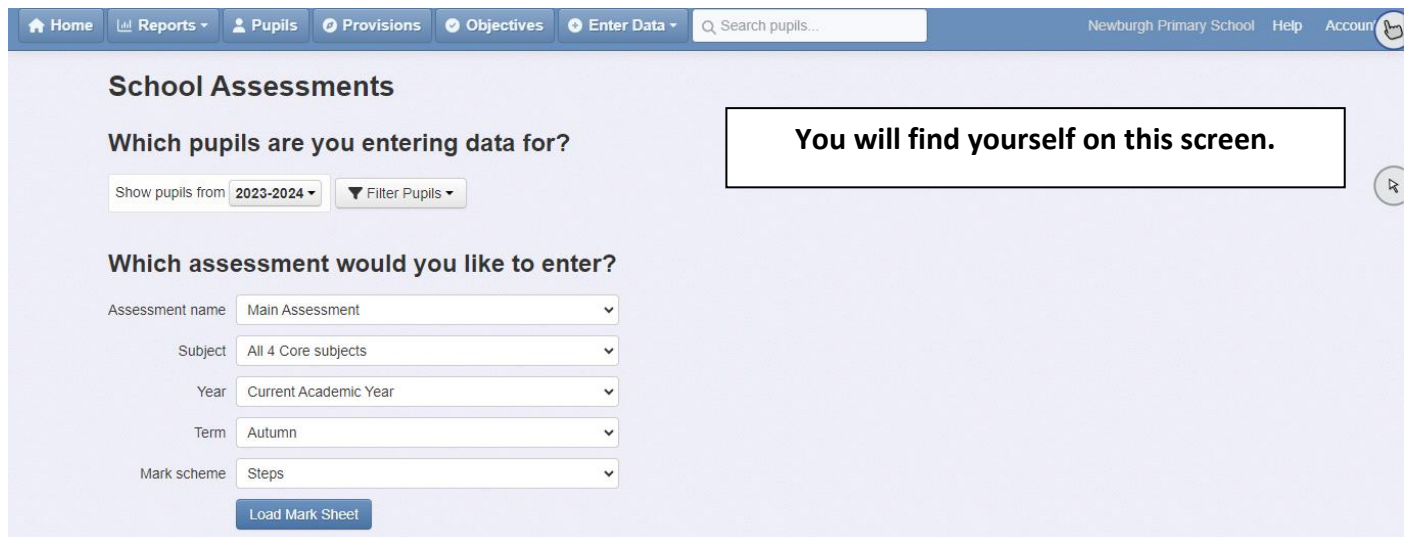
The screenshot shows the homepage of the Insight for Newburgh Primary School. The top navigation bar includes 'Home', 'Reports', 'Pupils', 'Provisions', 'Objectives', and 'Enter Data'. The 'Enter Data' button is circled in red. A callout box points to it with the text: "On the Homepage, click on the 'Enter Data' button in the toolbar at the top of the screen." The main content area features a 'News and Updates' section with a 'Webinar: Provision Mapping' announcement and a 'Parent Reporting' update.

2.



The screenshot shows the 'Enter Data' dropdown menu. The 'School Assessments' option is circled in red. A callout box points to it with the text: "Select 'School Assessments'". Other options in the menu include 'Statutory Assessments', 'Excel Assessments', 'Third-party Data', and 'Pupil Groups'.

3.



The screenshot shows the 'School Assessments' data entry form. It includes a dropdown for 'Show pupils from' set to '2023-2024' and a 'Filter Pupils' button. Below this, there are several dropdown menus for 'Assessment name' (Main Assessment), 'Subject' (All 4 Core subjects), 'Year' (Current Academic Year), 'Term' (Autumn), and 'Mark scheme' (Steps). A 'Load Mark Sheet' button is at the bottom. A callout box on the right says: "You will find yourself on this screen."

4.

Here you can filter pupils. First you can filter by 'Class' (and 'Year Group' if required – dual year group classes)

School Assessments

Which pupils are you entering data for?

Show pupils from 2023-2024 in 1/2LS in Reception Filter Pupils

Which assessment would you like to enter?

Assessment name Main Assessment  
 Subject Reading  
 Year Current Academic Year  
 Term Spring  
 Mark scheme Steps

Load Mark Sheet

5.

School Assessments

Which pupils are you entering data for?

Show pupils from 2023-2024 in 1/2LS in Reception Filter Pupils

Which assessment would you like to enter?

Assessment name Main Assessment  
 Subject All 4 Core subjects  
 Year Current Academic Year  
 Term Autumn  
 Mark scheme Steps

Load Mark Sheet

Click the drop down for 'Assessment name' and select 'End of Year Prediction'

- Repeat the same process for:
- Subject – 'All 4 Core subjects'
  - Year – 'Current Academic Year'
  - Term – 'Autumn' or 'Spring'
  - Mark scheme – 'Steps'

6.

Home Reports Pupils Provisions Objectives Enter Data Search pupils...

< Change assessment

Enter marks for 2023-2024 · Autumn · Main Assessment

Save Marks Copy Previous Assessments Assessment Date dd/mm/yyyy

All Pupils	Reading	Writing	Maths	Science
▼	▼	▼	▼	▼
▼	1E	1E	1E	1E
▼	4E	4E	4E	4E
▼	4E	4E	4E	4E
▼	2D	2E	2E	2E
▼	2E	2E	2E	2E
▼	6E	6E	6D	6E
▼	5D	3E	5E	5D

Click here to populate the entire subject column with the same grade

Click here to give an individual pupil a subject grade

7.

Provisions Objectives Enter Data Search pupils...

Autumn · Main Assessment

Assessments Assessment Date

Reading Writing

Set mark for all pupils

Mark

- RE
- RD
- RS
- RM
- 1E
- 1D
- 1S
- 1M
- 2E
- 2D
- 2S
- 2M
- 3E
- 3D
- 3S
- 3M
- 4E
- 4D
- 4S

Select a grade for each pupil. Pupils can be graded below their current year group, but not above.

Subject grades at Newburgh Primary School are made up of a year group 'level' and an evaluation of their attainment within the year group.

Each year has 4 attainment options. These are:

- E – Emerging** (beginning to work within the year group expectations)
- D – Developing** (working within the year group expectations)
- S – Secure** (meeting the year group expectations)
- M – Mastered** (exceeding the year group expectations)

For example:

RS – would denote a pupil meeting the expected standard in Reception.

8.

Home Reports Pupils Provisions Objectives Enter Data Search pupils...

< Change assessment

Enter marks for 2023-2024 · Autumn · Main Assessment

Save Marks Copy Previous Assessments Assessment Date dd/mm/yyyy

All Pupils	Reading	Writing	Maths	Science
▼	▼	▼	▼	▼
▼	1E	1E	1E	1E
▼	4E	4E	4E	4E
▼	4E	4E	4E	4E
▼	2D	2E	2E	2E
▼	2E	2E	2E	2E
▼	6E	6E	6D	6E
▼	5D	3E	5E	5D

Click 'Save Marks'. Should you forget, you will be reminded before leaving the screen.



## Appendix 4

### End of Term Attainment Recording Procedure

During Autumn 2, Spring 2 and Summer 2, an end of term attainment grade must be recorded in order to report attainment and progress to the school governing body. The procedure for recording this data follows the same steps as **Appendix 3**, however during **Step 5**, **Main Assessment** needs to be selected and the term could be **Autumn**, **Spring** or **Summer**.

5.

The screenshot shows a web application interface for recording end of term attainment. The 'Assessment name' dropdown menu is open, showing 'Main Assessment' selected and circled in red. The 'Term' dropdown menu is also open, showing 'Autumn' selected and circled in green. Other fields include 'Subject: All 4 Core subjects', 'Year: Current Academic Year', and 'Mark scheme: Steps'. A 'Load Mark Sheet' button is at the bottom.

Field	Value
Assessment name	Main Assessment
Subject	All 4 Core subjects
Year	Current Academic Year
Term	Autumn
Mark scheme	Steps

## Appendix 5

### Practice SATs and NFER Score Recording Procedure

During Autumn 2, Spring 2 and Summer 2, an Practice SATs standardised test scores and NFER standardised test scores must be recorded on Insights. The procedure for recording this data follows the same steps as **Appendix 3** for **steps 1-4**, however, **Main Assessment** needs to be selected and the term could be **Autumn, Spring** or **Summer**.