



Assessment Policy

Forest Fields Primary and Nursery School
Adopted by the Governing Board on: 23rd September 2025
Signed Chair of Governing Body: <i>James Verran</i> Head Teacher: <i>Shahida Chowdhury</i>
To be reviewed: September 2026

Introduction

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative and national standardised summative assessments.

Aims of assessment

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff and give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Our Approach to Assessment

Formative assessment

At Forest Fields, formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers sessions
- Observing children at work and intervening where appropriate
- Concept maps or 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Verbal and written feedback including responses to marking
- Book looks to assess progress over a given period of time
- SEN reviews of progress towards targets
- Termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children.

Summative assessment

At Forest Fields, summative assessments, may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

Examples of summative assessment are:

- End of unit assessments, e.g. in Maths
- Termly tests, usually in Reading Comprehension and Maths
- Unaided pieces of writing moderated termly
- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against skills objectives taught within each curriculum area on Classroom Monitor

In addition to these, there are National Curriculum summative assessments which measure children's abilities against national standards:

- Reception Baseline assessment
- EYFS profile
- Phonic screening Year 1 & Year 2
- Multiplication check Year 4
- KS1 assessments Year 2
- KS2 assessments Year 6

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress Meetings are held with year group teams each term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern.

The Deputy Head is responsible for maintaining the policy under the direction of the Head Teacher and ensuring its effectiveness.

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- The impact these actions have on the quality of learning and the resulting end of key stage results

As a school, children's work, marking and assessment is moderated within year groups, phases, key stages and across the school. Where available, the school takes part in local authority moderation and works with other local schools to moderate in more depth.

How assessment outcomes are collected and used

Following termly assessment weeks, summative termly data for reading, writing and maths is collected using SIMS and analysed according to year group, class, gender, pupil premium indicator, SEND, EAL, ethnicity and achievement at FS2 or KS1 (HAPs, MAPs and LAPs). The system uses the scale of Emerging (E), Developing (D), Secure (S) or Mastery (M).

Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Foundation stage results, Phonics screening results, KS1 results and Writing and Science at KS2 will continue to be reported to the government. KS2 Reading, Maths and GPS will follow the new assessment guidelines from the STA.

Pupil Progress meetings take place termly to review how well children are progressing and to help identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENDCO etc.

Reporting to Parents

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn, Spring and Summer Parents' Evenings and through end of year reports in the summer term.

Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEND Support Plan reviews and Annual Reviews for children with Statements of SEN or EHCPs.

Assessment in the Foundation Stage

- All children are assessed against the Reception Baseline assessment within their first 4 weeks of entering FS2.
- Children are continually assessed in order to ensure there is sufficient challenge and extension work. These assessments inform the immediate planning and resourcing of sessions. These observations also highlight children who need to be targeted for specific reasons.
- Progress is assessed on a termly basis in all areas of learning using the Early Year's Outcomes statements. This data is then put onto the school system and the data is analysed in order to track overall and individual progress, identify strengths and weaknesses and to monitor the level of progress made.
- Data is submitted to the LA at the end of the school year.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objective and success criteria for the lesson and follows the school's marking policy.

Assessment of Foundation Subjects in Key Stage 1 and Key Stage 2

For each linked learning project, key foundation subjects will be assessed using the sticky knowledge and learning overviews from each subject policy. Skills are mapped for each year group to ensure coverage and assessment of all skills throughout the academic year. For the core knowledge and skills for each subject, children will be assessed as: having met year group expectation or below expectations and recorded in Classroom Monitor at the end of each unit of work when that subject is the focus for that part of the term. Subject leaders will collect this data half termly and collate this to show attainment in each year group.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of responsive marking. All staff are aware of the importance of making assessment meaningful; all of the above forms part of the School Improvement Plan.

How we use Classroom Monitor

Classroom Monitor is a system that supports teacher assessment to know what has been taught across the curriculum in different subject, and where the gaps are. It also enables us to run reports for parents, in which they can see evidence and written statements for attainment, and progress, and know where target areas are. In addition to this, it supports subject leads with an analysis of their subject across school and for the different groups in school.

Our expectations at Forest Fields about when staff to complete assessments in each subject

Summative assessments are completed on SIMS as one point of entry. These will be transferred easily into Classroom Monitor to support Subject Leads and SLT. Formative assessments by using the markbook to support curriculum coverage to be completed in Classroom Monitor, which will support report writing. The EYFS lead determines which strands are so that this is manageable. No photos are needed to be attached in Classroom Monitor as these will be shared regularly with Parents and Carers in Weduc (our online portal).

Maths

At the end of each unit, staff are expected to update their markbook for all children in their class.

Reading

Twice a half term, staff are expected to update their markbook for all children in their class.

Writing

After each assessed piece of writing, at the end of each half term, staff are expected to update their markbook for all children in their class.

Science

At the end of each unit, staff are expected to update their markbook for all children in their class.

Foundation subjects

When a foundation subject is in focus as part of the linked learning project, at the end of the unit, staff are expected to update their markbook for all children in their class. Staff are free to increase to how often you update your markbook if this suits the way they work.

Key Stage 1 and Key Stage 2

Staff use Weduc regularly to share learning with Parents and Carers. All summative assessments are completed on SIMS as one point of entry. These will be transferred easily into Classroom Monitor to support Subject Leads and SLT.

Reports

We aim to share reports with parents every term before the parent meetings following data updates and pupil progress meetings. Reports are generated with ease once the markbooks in classroom monitor are completed using the timescales below for guidance.

Example assessment calendar including parents meetings

These are a guide as the school calendar varies each year

Autumn

Penultimate week in November	Autumn term assessments completed, marked and recorded
Last week in November	Data deadline including QLA on MARK and Classroom Monitor up to date for RWM and foundation subjects
First week in December	Pupil progress meetings with phase leaders. Termly reports generated in Classroom Monitor and emailed to parents by the school office
Second week in December	Parents evening on schoolcloud or face to face

Spring

First week in March	Spring term assessments completed, marked and recorded
Second week in March	Data deadline including QLA on MARK and Classroom Monitor up to date for RWM and foundation subjects
Third week in March	Pupil progress meetings with phase leaders. Termly reports generated in Classroom Monitor and emailed to parents by the school office
Last week in March	Parents evening on schoolcloud or in person

Summer

May	KS1 test period
Second week in May	KS2 SATs week
Second week in June	Phonics screening check week
3-week period in June	Year 4 multiplication tables check period
Last week in June	Summer term assessments completed, marked and recorded
Last week in June	Year 4 multiplication tables check results published
Last week in June	Deadline for Year 6 TA writing and science assessments

First week in July	Data deadline including QLA on MARK and Classroom Monitor up to date for RWM and foundation subjects Y1 - Y6
Second week in July	Pupil progress meetings with phase leaders. Termly reports generated in Classroom Monitor and emailed to parents by the school office.
Third week in July	Parents evening on schoolcloud or in person

EYFS profile submissions and Local authority/NST submission dates usually end of June.
Parents evenings are usually in the penultimate week of each term.

NTS (National Test Style Tests) and other termly assessments

We use Rising Stars NTS materials for in-school summative termly assessments in Years 1, 3,4 and 5. The standardised test scores are recorded on SIMs and inform teacher assessment judgments. We use previous SATs papers in Years 2 and 6 with scaled scores recorded on SIMs to inform teacher judgements.

Question Level Analysis

We use the Rising Stars MARK online tool to create question level analysis information to make formative use of the summative NTS tests. We use online versions of the national QLA tools to create formative assessment information for the tests in Years 2 and 6.

Level 1 and Level 2 SIMs reports

These are the main source data analysis for SLT and governors and they are based on the teacher assessment data inputted on SIMs each term. These reports are discussed at SLT before being shared with governors or any external stakeholders. These discussions inform updates to the SEF and SIP each term.