Hanborough Manor CE Primary School & Freeland CE Primary School

Assessment Policy 2026–2029

1. Purpose

At Hanborough Manor and Freeland Primary Schools, assessment is an integral part of teaching and learning. It enables teachers to understand what pupils know, understand and can do; identify misconceptions and gaps; adapt teaching; and ensure that pupils build secure knowledge and skills over time.

Assessment should be **purposeful, proportionate and useful**. It should improve teaching and learning without creating unnecessary workload for staff or pupils.

2. Our principles of assessment

Across both schools, assessment will:

- be rooted in the **curriculum** and assess what pupils have been taught;
- identify what pupils **know, remember, understand and can do**;
- inform teachers' decisions about what needs to be taught, revisited or practised next;
- identify misconceptions and gaps quickly;
- support appropriate challenge for all pupils;
- enable teachers and leaders to identify pupils who may require additional support;
- recognise progress from pupils' individual starting points, particularly for pupils with SEND;
- provide useful information to pupils, parents, teachers and leaders;
- use professional teacher judgement alongside appropriate assessment information;
- be consistent and moderated where appropriate across Hanborough Manor, Freeland and the wider EPA Trust;
- be proportionate and **not create unnecessary workload**.

3. Three approaches to assessment

At both Hanborough Manor and Freeland School we recognise three broad forms of assessment: **formative assessment, in-school summative assessment and nationally standardised assessment**.

Formative assessment - assessment for learning

This is the most important form of assessment and happens continually as part of effective teaching.

Teachers may use:

- questioning and discussion;
- retrieval practice;
- observation;
- checking pupils' work during lessons;
- live marking and verbal feedback;
- mini-plenaries;
- quizzes;
- pupil explanations;
- independent tasks;
- self and peer assessment where appropriate;
- opportunities for pupils to apply previously taught knowledge.

The purpose is not necessarily to **record** an assessment. It is to help the teacher decide:

What do pupils know? What have they misunderstood? What needs revisiting? What should I teach next?

4. Baseline Assessment

At the beginning of the academic year, teachers establish a clear understanding of pupils' starting points. Baseline information is used to identify prior learning, gaps in knowledge and pupils who may require additional support or challenge.

Baseline assessment should be proportionate and may draw upon:

- previous teacher assessment and end-of-year information;
- transition information from the previous teacher or setting;
- pupils' work and teacher observation;
- retrieval of key prior learning;
- phonics assessments where appropriate;
- PiXL assessments in reading and mathematics;
- appropriate assessments for pupils who are new to the school depending on entry p

Baseline assessment is used diagnostically to inform teaching and provision. It is not intended to create an additional testing burden or duplicate information already available to teachers.

5. Summative assessment

Summative assessment provides a periodic overview of pupils' attainment and progress.

Across Hanborough Manor and Freeland, formal assessment points will take place **three times each academic year**.

In Reading, Mathematics and Spelling, Punctuation and Grammar (SPaG), pupils complete PiXL assessments three times a year. PiXL outcomes contribute to teachers' overall assessment judgements. Writing is assessed through pupils' independent writing and teacher assessment.

Teachers will use PiXL question-level analysis and diagnostic information to identify gaps and misconceptions and to inform subsequent teaching, intervention and curriculum review.

In other subjects teachers may include:

teacher assessment + pupils' work + formative assessment

Assessment information will be recorded on Arbor at each assessment point.

Following each assessment point, teachers and leaders will use the information to identify:

- pupils who are on track;
- pupils at risk of falling behind;
- pupils who have made accelerated or slower progress;
- gaps in learning;
- groups whose outcomes require further consideration;
- appropriate interventions or adaptations to teaching.

The following assessment language is used consistently across Hanborough Manor and Freeland Primary School:

Judgement	Meaning
Below	The pupil is working below age expectation
Working Towards	The pupil is not yet consistently demonstrating the knowledge and skills expected at this point in their year-group curriculum and requires further teaching, support or practice.
ARE -	The pupil is beginning to demonstrate the expected knowledge and skills but is not yet consistently secure across the curriculum taught.
ARE	The pupil securely and consistently demonstrates the knowledge and skills expected within the curriculum taught.
Greater Depth	The pupil demonstrates secure understanding and can independently apply, connect and reason with their knowledge and skills in increasingly complex contexts.

Importantly, **Greater Depth should not mean that a pupil is simply working on content from the next year group**. It should reflect greater depth, application and sophistication within the taught curriculum.

Making a judgement for Foundation Subjects

No single piece of evidence should determine a pupil's assessment.

Teachers should draw upon a range of evidence, including:

day-to-day formative assessment + pupils' work + questioning and discussion + retrieval + independent application + agreed summative assessments

The judgement entered onto Arbor should therefore reflect what the teacher knows about the pupil's **typical and independent performance**, rather than simply the result of a test.

6. Assessment in Reading, Writing and Mathematics

Assessment in the core subjects will be agreed via standardised testing using PiXL tests.

PiXL assessments are completed three times during the academic year in reading and mathematics. These provide standardised assessment information and support teachers in identifying strengths, gaps and areas requiring further teaching.

PiXL outcomes inform the teacher's overall assessment judgement unless a child is working considering below expectation or has performed

Reading: Teachers assess decoding, fluency, vocabulary and comprehension through reading lessons, individual reading, discussion and written responses. Appropriate standardised assessments are also used three times a year through age-appropriate reading comprehension in the model of standardised assessments and reading fluency assessments which aim to bridge the gap between coding and comprehension.

Reading Fluency

Teachers will assess reading fluency using a multidimensional, best-fit judgement. Decisions will be informed by:

- words correct per minute (WCPM);
- accuracy;
- comprehension;
- prosody and automaticity;
- application of the phonics knowledge and skills taught to date; and
- evidence from more than one reading experience.

WCPM is an indicator of where further assessment may be required; it does not determine the final judgement. A pupil whose WCPM falls within the age-related expectations (ARE) range would not normally be assessed as meeting ARE if, for example, their accuracy is below 95%, their comprehension is weak or their application of phonics is insecure.

The former ARE– and ARE+ ranges may inform professional discussion but will not be reported as separate outcomes. Pupils working at these boundaries will be assessed as either Working Towards or ARE, based on a best-fit teacher judgement that considers the full range of available evidence.

Trust-wide moderation involving Year 1 teachers will support the consistency, standardisation and rigour of these professional judgements.

Writing: Writing will primarily be assessed through pupils' independent work across a range of purposes. Writing judgements will be moderated within and across the two schools and, where appropriate, across EPA.

Mathematics: Teachers use daily formative assessment alongside agreed summative assessments to evaluate pupils' fluency, reasoning, problem solving and understanding of mathematical concepts.

7. Assessment across the wider curriculum

Assessment in foundation subjects should answer a straightforward question:

How well have pupils learned and remembered the intended curriculum?

Teachers will use assessment approaches appropriate to the subject. These may include:

- retrieval questions;
- low-stakes quizzes;
- discussion and questioning;
- practical demonstrations;
- pupil work;
- performances;
- application of skills;
- end-of-unit activities;
- opportunities to revisit learning from previous units.

Assessment should relate directly to the **key knowledge and skills identified within the school's curriculum and present on KCVs**.

We do **not** expect teachers to create additional pieces of work solely to provide assessment evidence where sufficient evidence already exists.

Subject leaders will use pupils' work, pupil voice, lesson visits, assessment information and curriculum monitoring to evaluate how successfully pupils are learning the intended curriculum.

A summative judgement should only be entered where sufficient curriculum content has been taught to enable a meaningful judgement. Teachers are not expected to assess pupils against content that has not yet been taught.

Judgement	Meaning	KCV assessment (10 questions)
Working Towards	The pupil is not yet consistently demonstrating the knowledge and skills expected at this point in their year-group curriculum and requires further teaching, support or practice.	Less than 60%

Judgement	Meaning	KCV assessment (10 questions)
ARE	The pupil securely and consistently demonstrates the knowledge and skills expected within the curriculum taught.	60%
Greater Depth	The pupil demonstrates secure understanding and can independently apply, connect and reason with their knowledge and skills in increasingly complex contexts.	80% and above

Teachers are expected to reflect on the outcomes of the children's assessment to identify gaps and to inform future planning. e,g, retrieval element to lessons.

8. Early Years Foundation Stage

Assessment in EYFS will be based predominantly on practitioners' knowledge of children gained through **observation, interaction and everyday teaching and learning**.

Assessment will inform provision and identify children's next steps without requiring excessive recording or evidence collection.

Statutory assessments will be completed in accordance with current requirements, including the **Reception Baseline Assessment** and **EYFS Profile**.

Where applicable to nursery provision, the statutory **two-year progress check** will also be completed.

9. Inclusion and SEND

Assessment is inclusive and applies to all pupils.

For pupils with SEND, assessment will recognise progress from individual starting points and may include progress in:

- communication;
- interaction;
- independence;
- physical development;
- social and emotional development;
- curriculum knowledge and skills.

Assessment will be used diagnostically to identify barriers to learning and inform appropriate provision, intervention and support.

Where pupils are working significantly below age-related expectations, assessment should demonstrate the **progress they are actually making**, rather than simply repeatedly recording that they are below the expected standard.

The following SEND assessments take place:

WellComm

NARA Reading Assessment

Parallel Spelling Assessment

QCA behaviour scale

Sandwell Numeracy Assessment

Developmental Coordination Disorder Questionnaire

Bsquared

10. Statutory assessment

The schools will administer all statutory national assessments in accordance with current requirements.

These include, where applicable:

- Reception Baseline Assessment;
- EYFS Profile;
- Year 1 Phonics Screening Check;
- Year 4 Multiplication Tables Check;
- end of Key Stage 2 national assessments.

Outcomes will be reported to parents and relevant bodies as required.

11. Moderation

Moderation is an important part of ensuring that assessment judgements are accurate and consistent.

Moderation will take place:

within individual schools → between Hanborough Manor and Freeland → across EPA where appropriate → externally where required.

Particular emphasis will be placed on moderation of writing and statutory teacher assessment.

12. Pupil progress meetings

Following agreed assessment points, teachers will meet with leaders to discuss pupil progress.

These meetings will focus on **actions rather than simply data**.

Discussion should consider:

- Who is doing well?
- Who is not making the progress we would expect?
- What are the barriers?
- What does the child's work tell us?
- What has already been tried?
- What needs to change in classroom teaching?
- Is additional intervention required?
- Are there patterns among particular groups?
- How will we know whether our actions have worked?

13. Roles and responsibilities

Teachers are responsible for making accurate assessment judgements, using assessment to adapt teaching, identifying pupils requiring additional support and contributing to moderation and pupil progress discussions.

Subject leaders monitor assessment within their subjects and evaluate whether pupils are learning and remembering the intended curriculum.

SENCOs support teachers and leaders in ensuring assessment is appropriate for pupils with SEND and informs provision.

Heads of School and the Executive Headteacher ensure assessment practice is consistent, manageable and used effectively to improve outcomes.

Academy Committee Members provide appropriate challenge and oversight of pupil outcomes while recognising that assessment information is only one element of evaluating educational quality.

14. Reporting to parents

Parents will receive regular information about their child's learning and progress through parents' evenings and the annual written report.

Reporting should help parents understand:

what their child is doing well → where they need further development → how school is supporting them → how parents can help at home.

Appendix 1 – Assessment Expectations at a Glance

Assessment should be proportionate. Teachers are not expected to generate additional evidence solely for assessment purposes where sufficient evidence already exists through normal teaching and learning.

Area	Assessment approach	When	Recorded
Baseline	Previous assessment information, teacher assessment, retrieval/diagnostic activity and appropriate standardised assessment SEND Assessments: WellComm NARA Reading Assessment Parallel Spelling Assessment QCA behaviour scale Sandwell Numeracy Assessment Developmental Coordination Disorder Questionnaire Bsquared	Start of year / on admission	Used to inform starting points and teaching
Reading	Ongoing teacher assessment + PiXL	Autumn, Spring, Summer	**Arbor** – Below / Just At / Securely At / Above
Reading Fluency	Reading Fluency assessments in Year 1	Autumn, Spring Summer	**Reading Fluency Spreadsheet**
Writing	Independent writing, ongoing teacher assessment and moderation	Autumn, Spring, Summer	**Arbor** – Below / Just At / Securely At / Above

Area	Assessment approach	When	Recorded
Maths	Ongoing teacher assessment + PiXL	Autumn, Spring, Summer	**Arbor** – Below / Just At / Securely At / Above
Maths Fluency	**Year Group** / **What to assess at each assessment point (AP1, AP2, AP3)** Year 1: Number facts: number bonds to 10 and 20, addition and subtraction facts, doubles and halves, and one more/one less. Year 2: 2×, 5× and 10× tables. Year 3: 2×, 3×, 4×, 5×, 8× and 10× tables. Year 4: All times tables from 1× to 12×. Year 5: All times tables from 1× to 12×. Year 6: All times tables from 1× to 12×. **Suggested Year 1 Number Facts Assessment** Year 1 children could be tested on: • Number bonds to 10 (e.g. 6 + 4 = 10). • Number bonds to 20 (e.g. 12 + 8 = 20). • Addition and subtraction facts within 10.	Autumn, Spring, Summer	**????**

Area	Assessment approach	When	Recorded
	• Doubles of numbers up to 10 (e.g. double 4 = 8). • Halves of even numbers up to 20. • One more and one less than a given number. • Counting forwards and backwards in 1s, 2s, 5s and 10s. • Recognising missing numbers in a sequence. Assessment tip: For Year 1, focus on fluency, accuracy and understanding rather than speed alone. You can gradually introduce timed activities as children become more confident.		
Phonics	Ongoing phonics assessment + screening practice/statutory check	Regularly / statutory points	Arbor as appropriate
Science	Retrieval, questioning, practical work, pupil outcomes and curriculum assessment	Following taught curriculum / agreed assessment points	Arbor
Foundation subjects	Retrieval, questioning, pupil work and subject-appropriate assessment	Following taught units / agreed points	Arbor where a meaningful judgement can be made
EYFS	Observation, interaction, adult-led and child-initiated learning plus statutory assessments	Ongoing + agreed assessment points	Arbor

Area	Assessment approach	When	Recorded
SEND	Curriculum assessment plus individual outcomes where appropriate	Ongoing / review points	Arbor + SEND documentation
Statutory assessment	RBA, EYFSP, Y1 Phonics, Y4 MTC, KS2 SATs	Statutory points	Statutory systems / Arbor

Judgement	Meaning
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APPENDIX 2 KCV

APPENDIX 3 FOUNDATION SUBJECT ASSESSMENT