

Hempshill Hall Primary School



Assessment Policy

Reviewed September 2026

Rationale

Assessment to inform teaching and learning is a key feature in the children's education at Hempshill Hall Primary School. A range of assessments are employed to ensure the most effective learning opportunities are provided for the individual child throughout their time in school and to secure the continued raising of standards.

Purposes

- To involve each pupil in their learning and encourage them to take responsibility in moving on to their next target.
- To inform focused teaching and target setting that meets the needs of the individual child.
- To provide evidence through the tracking of pupil progress which will identify trends, development needs and resource allocation in order to support school improvement and value-added indicators.
- To impact on the raising of standards of achievement throughout the whole school in Reading, Writing, Mathematics, Science and the foundation subjects.
- To provide information to enable the school to report to parents, building a partnership between pupils, families and teachers in developing each child.

Guidelines

English – Reading and Writing

The school has developed age-appropriate criteria and exemplars for the expected writing standard in each year group. These are used in conjunction with comparative judgements for termly writing assessments. They will also help inform pupils' personalised writing targets. Guided reading and individual reading will be used on an ongoing basis to collect evidence of children's reading attainment. Book banding and Star reader tests are also used by teachers to indicate reading attainment level. In addition, summative tests will be administered three times a year to aid teacher judgements. Regular phonics assessments are carried out in line with the Little Wandle phonics scheme and the National Phonics Check will take place in the summer term (and repeated in Year 2 if necessary).

Maths

The school has adopted the 'White Rose' assessment checklists linked to the White Rose small steps for ongoing maths assessments. In addition, there will be summative tests three times a year to aid teacher judgements. Knowledge of multiplication and division facts and arithmetic skills are tracked through the 'Times Tables Challenge' and targeted support is put in place where necessary.

Foundation Subjects

Pupil attainment in the foundation subjects is assessed at each stage of the learning journey against the specific Learning Objectives. In some subject areas, Thinking Squares, consisting of three focused questions are used at the end of each taught unit to assess knowledge retention. An additional concept question provides the opportunity to demonstrate the application of knowledge to a more

abstract and open ended task. In other subjects, end of unit quizzes are used to assess knowledge retention.

Thinking squares completed at beginning and end of unit	End of Unit Assessment Quiz	Other
History Geography Science RE	Computing DT Music Art	PE – Teacher assessed throughout unit. Get Set Tracker. Spanish – Teacher assessed throughout and at end of unit. PSHE – Lesson by lesson tracker

SEN Pupils

SEN pupils may require an alternative to the whole school assessment system in order to measure their progress. This is usually when whole school assessment appears to show little to no progress. In these circumstances, progress is measured by assessing their learning using B Squared. For pupils not engaged in subject specific study, progress will be recorded using the Engagement Model.

Formative Assessment

In line with the Hempshill Hall Teaching and Learning Protocols, a range of formative assessment strategies are utilised to inform focused teaching and target setting for individual pupils. These include:

- A range of questioning approaches including the use of process questions such as how and why to ensure pupils are able to give detailed answers.
- Opportunities for high quality talk through the use of sentence stems and talk frames.
- Circulation around the learning environment during pupil engagement, using AfL to gain understanding of pupil performance.
- Providing impactful whole class and individual feedback to learners throughout the lesson.

Marking

Pupils will be given opportunities to reflect on work belonging to themselves and their peers in response to success criteria. They will also be given opportunities to respond to teacher feedback and edit their work appropriately (see separate marking policy).

Informing Parents

An annual report will be prepared for each child; this will be sent out in the Summer Term.

'Progress' reports are produced 3 times a year and shared with parents. These reports show the progress made by each child in reading, writing and maths as well as whether they are working at age related expectation, working towards it or exceeding expectation. Parent Consultations will be held twice a year. However, if there are any concerns regarding pupils' progress, arrangements for discussion will be made.

In addition, parents of SEN pupils will receive 'Child Friendly Targets' (IEPs) that will clearly identify small, measurable targets for individual SEN pupils.

Records

Evidence of learning will be kept to show attainment in all subjects. Provision maps and action plans in the form of Child Friendly Targets (IEPs) will be kept for children who are on the SEN Code of Practice. A school database will hold all data related to individual children at various assessment points during the year. It will be available for teachers to both enter and use data in order to provide information on the progress made by a child, class, key-stage or any other grouping. Foundation Stage records will be kept which relate to the key areas of learning for pupils in Nursery and Reception. Attainment in foundation subjects will be summarised at the end of each year and a record kept of this information.

Conclusion

This policy is to run alongside the marking policy and all Government Assessment requirements. This document will be reviewed and updated by the Governing Body, distributed to staff and governors and made freely available to parents and other interested parties. The summative assessment timetable is detailed in Appendix A.

This policy was written in September 2026 and will be reviewed September 2027.

Appendix A: Assessment Timetable

EYFS		
Autumn term	Spring term	Summer term
Reception Baseline Assessment (RBA): - Early mathematics - Early literacy, communication and language		Early Years Foundation Stage (EYFS) Profile - Each child's level of development assessed 17 early learning goals (ELGs) across all 7 areas of learning.

READING	Autumn term	Spring term	Summer term
Year 1	Teacher Assessment	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer Y1 2027 Phonics Check
Year 2	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer Y2 2027 Phonics Recheck
Year 3	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 4	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 5	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 6	Y6 SATs 2025	Y6 SATs 2026	Y6 SATs 2027

WRITING	Assessment of extended writing pieces. Whole school moderation:
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- November 2026
- June 2027

MATHS	Autumn term	Spring term	Summer term
Year 1	Teacher Assessment	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 2	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 3	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 4	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 5	Rising Stars- NTS tests- Autumn	Rising Stars- NTS tests- Spring	Rising Stars- NTS tests- Summer
Year 6	Y6 SATs 2025	Y6 SATs 2026	Y6 SATs 2027

GRAMMAR, PUNCTUATION & SPELLING	Autumn term	Spring term	Summer term
Year 1			
Year 2			NTS GAPS Summer (optional)
Year 3			
Year 4			
Year 5	NTS GAPS Autumn	NTS GAPS Spring	NTS GAPS Summer

Year 6	Y6 SATs 2025	Y6 SATs 2026	Y6 SATs 2027
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