



# Assessment Policy

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## Overview

Assessment is essential for improving learning and raising standards. At Milton Mount, our approach to assessment is aligned with curriculum requirements, providing students with constructive, motivating, and challenging learning experiences. We effectively use assessment data to inform teaching practices, track student progress, and drive continuous improvement in learning outcomes.

We strive to develop coherent and manageable assessment practices that promote equity and fairness for all individuals and groups. Progression in teaching, learning and assessment is a repeated and systematic process. To make good progress, pupils need:

- Clear development in all aspects of learning.
- The interest and motivation to learn.
- Confidence to try, struggle and get things wrong.
- The ability to learn from experience.

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.

## Why do we assess pupils at Milton Mount Primary School?

Assessment is an ongoing process of collecting, documenting, reflecting on and using information to develop a clear understanding of children as learners to support and enhance their future learning.

Assessment plays a crucial role in improving learning and raising standards. At Milton Mount we:

- Appreciate the uses and limitations of assessment tools.
- Make evidence-based judgements against relevant criteria.
- Involve pupils in assessing their learning.
- Understand the relationship between assessment, setting pupil targets and progression.
- Use assessment information to make teaching more effective.
- Use a range of assessment strategies to assess pupils' learning underpinned by the assessment overview of effective feedback.

Using data effectively can enhance teaching and learning, improve learning outcomes and contribute to raising standards. Data may identify areas for development across the whole school, for groups or individuals. We will use assessment information to put intervention strategies in place to support pupils and improve learning and monitor the impact of this rigorously. Using national and standardised tests allows us to see how we are performing compared with other similar schools both within our Greensands Trust, local authority and national comparators to look for any trends.

There are three broad overarching forms of assessment, each with its own purposes:

- Day-to -day in school formative assessment
- In school summative
- Nationally standardised summative assessment

Within this, the different forms of assessment are inter-related and complementary to create a whole picture of learners. The information from formative assessment, supplemented by valid class tests or tasks, helps to ensure dependable summative assessment.

### **Day-to-day in-school formative assessment, for example:**

- Asking a range of questions in a variety of ways
- Self and peer assessment
- Marking of pupils' work
- Oral feedback or dialogue between adults and pupils.
- Observational assessment
- Regular short re-cap quizzes/learning checks (e.g. sticky starters)
- Scanning work for pupil attainment and development
- Checking for Understanding (e.g. Using Hinge Questions)

Formative assessment underpins our curriculum and ensures that pupils meet the end points mapped across all year groups within all subjects. Milton Mount's 'Planning Summary Documents', allow teachers and leaders to have a clear focus upon the knowledge and skills which must be taught across a term to give clarity over the formative assessment and the summative judgement that is made.

## **In-school summative assessments**

- End of year tests
- Regular formal tests (3x a year in Maths (NTS), Reading (NFER) (Year 1 Spring and Summer)
- PSC Phonics Screening Check
- MTC Multiplication Tables Check
- Reviews for pupils with SEN and disabilities
- Learning over time in books

There is a clear assessment overview which outlines any testing/assessments that are to be completed at any given time. The assessment overview is reviewed annually, and key phases (EYFS/KS1/KS2) have professional dialogue surrounding the types of tests the children undertake and the information they give us, so we are clear about their purpose. It is important that a child is being tested with an appropriate test suitable for their age range and ability.

The assessment timetable sets out when data is collected across the year. We currently collect summative data at the end of Term 2, 4 and 6. This data is entered into our online assessment system 'Arbor' and used to track pupil's achievement in terms of how they have attained and how they are progressing. We recognise that learning is not linear, and pupils will peak and plateau at various points throughout their education at Milton Mount. Through quality first teaching, robust tracking and professional dialogue (including pupil progress meetings) we will ensure that no child is left behind. Pupil progress meetings occur throughout the year led by the Senior Leadership Team and through professional dialogue during staff INSET sessions and PPA.

## Assessment Overview

|             | Autumn 1                                 | Autumn 2   | Spring 1                                 | Spring 2   | Summer 1                   | Summer 2   |
|-------------|--|--|--|--|----------------------------|--|
| <b>EYFS</b> | EYFS Baseline                            | RWI Phonics Assessment<br><br>EYFS Autumn Summative Checkpoint Arbor   | RWI Phonics Assessment                   | RWI Phonics Assessment<br><br>EYFS Spring Summative Checkpoint Arbor   | RWI Phonics Assessment     | RWI Phonics Assessment<br><br>EYFS Summer Summative Checkpoint Arbor   |
| <b>Y1</b>   | RWI Phonics Assessment                   | RWI Phonics Assessment<br><br>NTS Maths<br><br>Summative Checkpoint Arbor                                      | RWI Phonics Assessment                   | RWI Phonics Assessment<br><br>NTS Maths<br><br>Summative Checkpoint Arbor                                      | RWI Phonics Assessment     | Phonics Screening Check<br>PSC<br>Summative Checkpoint Arbor<br><br>NTS Maths Reasoning and Arithmetic<br>NFER Reading |
| <b>Y2</b>   | RWI Phonics Assessment                   | RWI Phonics Assessment<br>NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor | RWI Phonics Assessment                   | RWI Phonics Assessment<br>NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor | RWI Phonics Assessment     | Phonics Screen Retakes<br>NTS Maths<br><br>NFER Reading<br><br>Summative Checkpoint Arbor                              |
| <b>Y3</b>   |  | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                           |  | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                           |                            | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                                   |
| <b>Y4</b>   |  | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                           |  | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                           |                            | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Multiplication Timetables Check<br>MTC                       |
| <b>Y5</b>   |  | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                           |  | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                           |                            | NTS Maths Reasoning and Arithmetic<br>NFER Reading<br><br>Summative Checkpoint Arbor                                   |
| <b>Y6</b>   | Practice National Curriculum Assessments | Practice National Curriculum Assessments<br><br>Summative Checkpoint Arbor                                     | Practice National Curriculum Assessments | Practice National Curriculum Assessments<br><br>Summative Checkpoint Arbor                                     | KS2 SATs Statutory Testing | Summative Checkpoint Arbor   |

## **Nationally standardised summative assessments for this academic year:**

- Phonics Screen at the end of Year 1
- Phonics Screen Retakes in Year 2
- Multiplication Tables Check at the end of Year 4
- National Curriculum tests (SATs) at the end of Key Stage 2

The Assistant Headteacher for Assessment and SENCO team, in conjunction with class teachers and parents, coordinates access arrangements for nationally standardised assessments.

### **What are we intending to measure?**

Our assessment overview demonstrates how we use a mixture of teacher assessment and tests to find out the knowledge, skills and concepts pupils have acquired. The tests measure different aspects of learning at different times. For example, through phonic assessments in EYFS and Key Stage 1, we look to measure how many sounds each child has learnt and how well they use segmenting and blending skills when reading.

### **What is the assessment intended to achieve?**

Assessments are intended to provide information which in turn enables teaching to be adapted, learning to be tailored to needs and any gaps to be filled.

### **How will we use assessment information?**

We are using a comprehensive online data system to track each child's achievement across the school (Arbor). This information is used to track individuals, groups, classes and year groups so we can ensure that from each child's starting point they make as much progress as they can.

## **Arbor Guidance**

Below is an example of the Summative Assessment Range given through Arbor. The given example is modelled upon Year 6.

| Autumn Writing Level |  |
|----------------------|--|
| 6GD                  | Greater Depth                              |
| 6SM                  | Securely Meeting                           |
| 6M                   | Meeting                                    |
| 6JBM                 | Just Below Meeting                         |
| 6BM                  | Below Meeting (but still on Y6 curriculum) |

If a child is working below the Year group's curriculum that they are in then an assessment point would be given from the YG below (e.g. A Year 6 pupil may receive, 5SM – if working below the year group).

## Responsibilities

- Governors are responsible for setting high expectations for the leadership team regarding assessment and evaluating the policy's effectiveness.
- The leadership team is responsible for monitoring the effectiveness of assessment practices in the school.
- The Assessment Lead is responsible for ensuring the Assessment Policy is maintained and followed.
- Class teachers are responsible for accurate and robust assessment judgments and for sharing clear information at pupil progress meetings and moderation.
- Support staff (Higher Level Teaching Assistants and Teaching Assistants) are responsible for sharing any assessments of pupils (including observations both informal and formal, group work, tests completed) with class teachers/Inclusion Manager.

## Moderation

Moderation is the process by which we assure that assessment judgements are made with a high degree of consistency. At Milton Mount, we complete moderation by participation in termly internal standards meetings within our own school, annual MAT collaboration, and with wider district and other counties where appropriate.

Moderation also occurs through subject leaders and the work of subject and assessment forums across the MAT. We also use external moderators to provide a wider picture and therefore add validity to the assessment process. The most recent national exemplification materials underpin moderation processes. We utilize the services of West Sussex County Council for our external moderation of Statutory Assessments such as the Phonics Screen or KS2 SATS.

## **Reporting to parents**

We report to parents each term either through a mini report update or a parent consultation/open evening where current assessment information (in the form of test scores and/or steps) are shared with parents.