



Assessment Policy

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Contents

Rational	1
Principles	1
Aims	2
Purpose	2
Role of the Teacher	3
Foundation Curriculum and Assessment	7
Self Assessment	7
Statutory Assessment	8
Reception Baseline	8
Reports	8
Parental involvement across school	9
Transfer to other Schools	9
Homework	9
Equal opportunities	9
Special Educational Needs	10
Health and Safety	10
The Role of the Assessment Leader	10
The Role of the Head Teacher	10

'The overriding principle of good assessment is that it should be clearly tied to its intended purpose'

John McIntosh CBE

Rational

Assessment and the analysis of data is a fundamental process within education which, if used correctly, can inform, guide and motivate. It is essential that the data collated within school is used purposefully and strategically in order to turn those raw statistics into 'insight' which will have a direct effect upon raising standards within teaching and learning. Leaders are mindful that new assessment systems need to be purposeful and not produce unnecessary workload for teaching staff and must be able to be communicated effectively to parents.

Assessment must be concerned with the systematic observation of the whole child in all aspects of his/her education. Consequently, it is an integral part of teaching and learning in Newham Bridge and therefore is at the centre of our ethos. In effect, by observing children in all aspects of their school life we learn to understand them more fully. It is through the process of understanding that we can effectively meet the needs of our children and help them to achieve to their fullest potential.

Principles

When the revised National Curriculum was published in 2014, new forms of assessment were developed to align with its content and principles. From September 2015, National Curriculum levels would no longer be used for statutory assessments. Newham Bridge, along with colleagues from other Middlesbrough schools, embarked on a journey to design a bespoke assessment system which would use formative assessment as the vehicle to inform teaching and learning.

It would be a system which moved away from the historic problems of 'levels'; have a positive impact upon teaching and learning; easy for parents, pupils, governors and staff to understand and enable the school to check what pupils have learned and if they are on track to meet end of Key Stage expectations. Newham Bridge recognises the value of data analysis and using assessment data insightfully to aid progress and support teaching and learning, however it does not see the benefit of tracking systems which become too unwieldy to manage and direct impact on teaching workload. The assessment system produced aims to be both manageable and have a direct impact upon teaching and learning.

Aims

- Recognise achievement;
- Diagnose difficulties and identify what support is needed;
- Identify support according to strengths and weaknesses;
- Inform teachers with regard to planning and ensure full coverage is met;

- Encourage self-assessment;
- Provide an opportunity for children to review their work with teachers and parents;
- Provide information for all stakeholders;
- Promote procedures and outcomes in line with National Curriculum expectations.

Purpose

Assessment serves several purposes. It will be:

- Diagnostic - providing more detailed information about individual children's strengths and weaknesses. This information can then be used to help plan strategies to enhance further learning.
- Formative - providing information for the teacher to help decide how the child's learning should be taken forward – thus informing future planning.
- Summative - in that it will provide an overall picture of what the child knows, understands and can do. This information can be shared with pupils, parents and governors.
- Informative - in that it can be passed from teacher to teacher as the child progresses through the school or transfers to another school.
- Evaluative - in that by providing information about a pupil's achievement it can be an indicator of what is required in the future e.g. more individual support; better/different/extraneous resources; a need to revisit the area of study.

Role of the Teacher

In the nature of true formative assessment, the assessment system at Newham Bridge is designed to be used with teaching, marking and planning in mind. Assessment grids designed to meet end of Key Stage expectations are to be visible in children's books; acting as both assessment tool and target sheet for the pupils to take ownership of their learning. Bold statements indicate those which are deemed to be non-negotiable when determining if a child is to be judged as 'secure' in that stage. This will prevent gaps in learning and children moving too quickly through stages before they are ready; an element commented upon in the McIntosh report. Raw scores will be converted in stages and those reported termly to aid the monitoring of progress. It is not intended that the grids are used with isolated pieces, rather a portfolio of work in books over time to give a full and accurate picture of children's ability.

Stage 2 Writing Assessment

Assessment Criteria	emerging	developing	secure
1 I can write simple coherent narratives about real or imaginary experiences.			
2 I can write about real events and record them simply and clearly.			
3 I can use coordinating conjunctions i.e. 'and' 'or' 'but'.			
4 I can use some subordinating conjunctions i.e. 'when' 'if' 'because'.			
5 I can choose adjectives to make my writing interesting.			
6 I can use expanded noun phrases to add detail.			
7 I can use an adverb to add detail/description.			
8 I can use the present and past tense mostly correctly and consistently.			
9 I can use capital letters correctly in most of my sentences, including proper nouns.			
10 I can use full stops correctly in most of my sentences.			
11 I can use a question mark when it is needed.			
12 I can use an exclamation mark when it is needed.			
13 I can spell some common contraction words correctly.			
14 I can spell many Year 1 and 2 key words correctly in my writing.			
15 I can use taught spelling rules.			
16 I can make phonemically plausible attempts at polysyllabic words, spelling most correctly.			
17 I can write upper and lower case letters and digits of the correct size and orientation.			
18 I can use appropriate spacing between words.			
19 I can correct mistakes in my sentences/writing.			
5+ I can write for different purposes using my reading to inform the vocabulary and grammar I use.			
5+ I can correct my writing by re-reading, checking and adding or changing words.			
5+ I can use the KS1 punctuation mostly correctly.			
5+ I can spell most of the Year 1 and 2 key words correctly in my writing.			
Fr I can add suffixes to spell most words correctly in my writing (-ment, -ness, -ful, -ly, -less).			
Fr I can use the diagonal and horizontal strokes needed to join some letters.			

*Ensure that end of year judgements for statutory assessment are in line with the standards set out in the most current STA framework.

Tracking Progress and Making Judgements

Teachers should make judgements based on a collection of writing across a range of purposes. They should use professional judgement and moderation opportunities to accurately assess attainment.

Guidelines

2E - most statements in the emerging column ticked and dated.
 2D - most statements in the developing column ticked and dated.
 2S - all bold statements ticked and dated in the secure column.
 2S+ - all bold and 5+ statements ticked and dated in the secure column.

Example of stage 1 writing provided for reference

Guidance materials have been devised to aid understanding of the criterion and avoid any subjectivity or ambiguity over statements.

18. I can use my knowledge of phonics to write words.

The example below highlights the child's use of phonics to support independent writing. This may result in the word being spelt incorrectly.

On Saturday I went
 to a plastic station
 I got a lot of words
 but one I did it I
 was not scared but I
 didn't win. At the moment I
 went swimming it was great
 swimming lesson.

Moderation is at the heart of Newham Bridge's assessment system and regular intra and inter moderation exercises have been undertaken. The assessment lead worked within a

working party to produce ARE exemplification materials for Y1,3,4,5 (Y2 and Y6 have STA exemplification materials) including guidance and moderation support.

Those materials have been adopted by a great number of schools across the authority and have been instrumental in moderation writing consistently across the town.

A Greater Depth Writing set has been produced to use across school.

What Makes the Standard?
Writing – Year 1

Spring 2019
Version 1
Exemplification Materials

A Possible Model for Cross School Moderation

Before Moderation

During Moderation

What Are Standard Assessment Criteria For Y1, Y3, Y4 and Y5?

Top Other	Marking
Top Other	Marking
Reasoning	Marking
Dimension Structure	Marking
Accuracy	Marking
Grammar	Marking
Conventions	Marking
Spelling	Marking
Handwriting	Marking
Speaking	Marking

A Collection of Exemplification Materials for Y1, Y3, Y4 and Y5

How This Moderation Toolkit Can Be Used To Support Standardised Moderation

Wherever possible learning objectives should be made clear to children so that they can understand the purpose of their activities. This will involve individual and group discussion with children.

From Year 2 onwards Success Criteria should be used in Maths and English, these outline what the child needs to do to achieve and make progress during the lesson. Marking is then carried out against these criteria in accordance with the school marking policy. Care is taken to ensure that children are assessed accurately and that for some children this will not necessarily be through a written exercise. Verbal feedback is given regularly and a close the gap marking approach is adopted throughout school to ensure students know how to further improve. At Newham Bridge we believe that marking is most effective when

undertaken with the child and aim to do this whenever possible. Whole class feedback sheets are used to provide guidance and support effectively.

In order to ensure that assessment data is accurate and moderated consistently, termly pupil progress meetings are held within school and moderation meetings are planned for across schools using the same assessment system. Class teachers bring along examples of children's work and completed grids; these are discussed and moderated and stages agreed.

The progress of all children in the class is analysed. Any child who is not making the expected levels of progress will be discussed in greater detail and where appropriate an action plan will be put in place.

Teachers are encouraged to use a variety of strategies to achieve effective and consistent and continuous assessment. They should include:

- Working alongside the children observing how they are learning.
- Talking and listening to the children, questioning them and helping them gain confidence.
- Observing identified individuals and groups of children systematically.
- Involving children in self-assessment.
- Providing appropriate levels of challenge where learning is matched to the child's needs.
- Monitoring and keeping a focused eye on learning and progress.
- Collecting significant pieces of work as evidence.

All teachers must be familiar with new National Curriculum Standards 2014.

In English, Maths, Science and Computing, teacher assessments will be made in accordance with the assessment system and a stage arrived at which will be reported to the Head Teacher each term to assist with pupil progress meetings. In autumn term parents/carers will be informed if their child is on track to meet ARE (age related expectation) if they are above, below or well below within parent consultation meetings and written progress reports. In spring parents are given an annual report which details next step targets and information on how best to support their child's learning, there will also be a parent consultation meeting in spring. In summer term parents are given written end of year progress reports and invited to an open afternoon celebrating their child's learning journey throughout the year.

Foundation Curriculum and Assessment

In addition to the core National Curriculum and the topic-led approach, Newham Bridge have also designed a curriculum overview which highlights the non-negotiable skills and knowledge that must be taught in each year group, for each subject.

Self Assessment

Involving the children in their learning and identification of their targets is fundamental to our assessment system at Newham Bridge. Children will regularly discuss learning with their teacher and set both achievements and targets in the form of:

- What I have done well?
- What I would like to improve?

Statutory Assessment

Reception Baseline

Baseline procedures are carried out on entry to Nursery and provide a clear starting point from which to plan, teach and assess. Observation assessments form an intrinsic part of the EYFS monitoring cycle; informing next steps in learning. Through regular team meetings, development of individuals is shared regularly across EYFS.

The EYFS team arrange and encourage drop in sessions for parents (guidance permitting) to engage them fully in their child's education with learning journeys supporting this process effectively. The EYFS action plan is linked closely to the SDP and key priorities identified.

At Newham Bridge we encourage parents to be involved in the assessment process on a regular, ongoing basis. They should be encouraged to take part in their child's learning and development.

In summer term parents are provided with a written summary of a child's attainment against the early learning goals (ELGs). For each ELG this must state whether their child is:

- meeting expected levels of development
- exceeding expected levels or
- not yet reaching expected levels ('emerging')

The report also includes details about:

- the child's attainment against the ELGs
- summarises attainment in all areas of learning
- comments on general progress including the characteristics of effective learning
- explains arrangements for discussing the profile

Reports

Reports should:

- be specific to the child
- be concise and informative

- help to identify appropriate next steps

Parental involvement across school

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, topic leaflets, homework diaries, reading journals, reports, open days, parental workshops and our school website where parents and children can access homework and news relevant to their class.

Parents have regular opportunities to discuss their child's progress with teachers. Formal consultations are held in the autumn and spring terms. A comprehensive written report is presented to parents at the end of the spring term followed by a consultation if requested. The report will cover the child's performance in all National Curriculum subjects. In summer term a written progress report will communicate achievement; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in Reading, Writing, Maths, Science and Speaking & Listening. In Year 1 it will include details of the phonic screening. At the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments Writing and Science.

SEND meetings have been introduced to discuss individual learning plans and support families of pupils with additional needs.

Transfer to other Schools

Assessment details will be forwarded as part of the transfer procedures when a child moves to another school.

Homework

Homework is given through school to support work undertaken in class. Year 6 operate a homework club after school. Regularity and amount of homework differs throughout school and the age ranges with all staff endeavouring to give one piece of English & Maths homework plus spellings per week. We are now utilising our school website to allow parents and children greater access to homework and news.

Equal opportunities

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy.

Special Educational Needs

The SENCo (Mrs Prest) and phase leads, will liaise with the class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed.

Any Individual Education Plans (IEPs) will be shared with parents and pupils. Please also refer to the SEN Policy.

Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

The Role of the Assessment Leader

The Senior Leadership are responsible for ensuring that the policy is reviewed and revised in keeping with new legislation. Termly results are to be used to track pupil's progress and as benchmarking information. This information will be shared with the Head teacher and staff. They will lead any necessary training to ensure all staff understand assessment procedures and can use the information given effectively. The assessment leader will co-ordinate internal and external moderation meetings to ensure consistency of practice.

CPD opportunities will be monitored and accessed where needed.

Newham Bridge is committed to the sharing of good practice and liaises closely with colleagues to support school-to-school systems.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to over view the procedures for administering the end of Key Stage SAT's and to ensure that they meet the legal statutory requirements. It is her responsibility to report results to children, parents and the Governing Board.

The Head teacher, Governing Board and Trust will work together to set targets for cohorts of children.