



Assessment Policy

(To be read in conjunction with the Marking & Feedback Policy)

Updated October 2026

Ponteland Primary School

Policy and Guidelines for Assessment

Rationale

We believe that assessment is at the heart of the learning process, enabling children to fulfil their learning potential. It provides a framework for setting educational objectives, monitoring pupil progress, and communicating achievements across the school community. Assessment is carried out in partnership with all staff (teachers and teaching assistants) and children. Grounded in evidence-informed practice and current educational research, our approach to assessment and feedback aims to raise expectations, build pupil self-efficacy through mastery experiences of success, and celebrate a broad range of achievements.

Aims and Objectives

- To gather information about attainment and track the performance of individual children, groups, and cohorts so that it can be used to inform target setting and school development priorities.
- To provide formative information that identifies next steps in learning, addresses misconceptions, and directly informs responsive curriculum planning and adaptive teaching.
- To enable pupils to understand what they know, what they need to do next, and to develop independence through metacognitive reflection, editing, and self-assessment.
- To ensure all pupils, including those with SEND or performing significantly below age-related expectations, are supported to access high expectations and the universal curriculum through proactive adaptive teaching and targeted scaffolding.
- To provide clear, meaningful, and actionable information to all stakeholders (SLT, subject leaders, parents, children, and governors) while maintaining an awareness of teacher workload.
- To ensure smooth transition, continuity, and progression across all key stages from Nursery to Year 6.

Purposes of Assessment

Assessment is a daily, integral part of the life of the school and takes place in every lesson. Informal assessments - through continuous observation, live marking, hinge questions, and active monitoring of children's work - are used by teachers to inform immediate planning and deliver timely, supportive feedback both verbally and in writing. Effective questioning and a supportive culture where mistakes are part of the learning process are highly valued in every year group from Nursery to Year 6.

The purposes of assessment are:

- Formative: Providing immediate and ongoing insights for teachers to adapt teaching, address misconceptions, and plan next steps alongside pupils.
- Summative: Providing a clear snapshot of each child's achievement and progress at key points across the academic year.

Adaptive Teaching and Access for All

At Ponteland Primary School, we believe in high expectations for all learners. Staff use Adaptive Teaching to create the conditions that support all pupils to access the same universal curriculum and ambitious learning goals.

Adaptive teaching is an ongoing 4-phase cycle that operates before, during, and after lessons:

- Planning (Before lesson) - Anticipating barriers to learning: Proactively identifying cognitive, motivational, and social/emotional barriers to learning, and designing temporary visual, verbal, or written scaffolds to allow all pupils to achieve success.
- Teaching (During lesson) - Using assessment formatively: Using live marking, observation, and hinge questions with plausible distractors to continuously assess understanding and identify misconceptions in real time.
- Teaching (During lesson) - Responding and adapting teaching: Making agile in-lesson adaptations, providing immediate or same-day corrective feedback, grouping flexibly, and deploying Teaching Assistants using a graduated approach (self-scaffolding, prompting, clueing, modelling).
- Monitoring & Reviewing (During & After lesson) - Evaluating adaptation & feeding into planning: Assessing whether adaptations made a positive difference, evaluating when to fade scaffolds as pupil self-efficacy grows, and using Feedback Markbooks to structure the next lesson's teaching steps.

Roles and responsibilities

The overall responsibility belongs to the head teacher.

- Class teachers are responsible for the assessment and progress of the children in their care. Teachers lead adaptive teaching, maintain Feedback Markbooks, and deliver responsive feedback in consultation with teaching assistants.
- Teaching assistants share responsibility for feeding back to the teacher and providing feedback to pupils as directed by the teacher.
- Curriculum co-ordinators are responsible for monitoring assessment within their subject area.
- Key stage leaders are responsible for monitoring assessment within their key stage. Key stage leaders hold termly progress meetings with all teachers in their key stage and provide opportunities half termly at key stage meetings to discuss assessment as well as informally throughout the term.
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress.

Assessment for Learning

Assessment for Learning and effective feedback are fundamental to our approach to teaching and learning. Staff use learning intentions, progressive success criteria, live marking, peer and self-assessment, and structured editing opportunities (purple pen checkpoints) to actively involve pupils in their learning journey.

Feedback is designed to develop the learner and move learning forward. It is delivered in three main ways:

- Immediate Feedback: Takes place within lessons via live marking, verbal feedback, and hinge questioning to redirect focus.
- Corrective Feedback: Takes place after the lesson on the same day in small groups or individually to address misconceptions before the next session.
- Group Feedback & Next Teaching Steps: Takes place in the following lesson, driven by teacher Feedback Markbooks, focusing on strengths, explicit transcription/editing skills, and unpicking common misconceptions.

In the Early Years Foundation Stage (EYFS), children are observed continuously throughout the day by all members of the EYFS team in child-initiated and adult-led activities. A range of observational formats, Tapestry, open weeks, and parent consultations inform planning, baselines, and individual next steps.

Assessments

Pupil progress is tracked from Nursery to Year 6.

Children's progress is continuously assessed through professional judgment and ongoing professional conversations with all staff working with the child. A baseline assessment is carried out within the first six weeks of children entering both Nursery and Reception. In the summer term of Reception, the Early Years Foundation Stage Profile is completed for each child. Assessment judgments are informed by observations of child-initiated activities, teacher-directed tasks, and deep knowledge of each individual child.

Key Stage 1 & 2 assessments: see attached Assessment Overview.

At the end of Year 1, the statutory Phonics Screening Check is carried out.

In the Summer term of Year 6, SATs are carried out.

Assessment across Key Stages 1 & 2 enables us to track pupil progress towards meeting end-of-key-stage National Curriculum expectations, expressed as:

- Significantly below;
- Working towards year group expectations;
- Working at year group expectations;
- Working at a greater depth.

Monitoring and Moderation

There are termly opportunities for monitoring and moderation carried out by the Senior Leadership Team, whole staff, Key Stage teams, or year group partners to ensure accurate, consistent teacher assessment across all subjects.

Audiences

- Parents receive formal recognition of their child's achievements in the form of a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core subjects and indicates their achievement and effort in foundation subjects. It also reports to parents about their child's learning skills and work habits.
- In EYFS the report provides information on each child's achievement in all areas of learning as well as a comment about their particular characteristics of learning.
- Parent and teacher consultations take place twice a year in the Autumn and Spring terms in KS1 and KS2. In EYFS, in the Autumn term, parents are invited into class to spend a session with their child, observing them and working alongside them as well as having the opportunity to discuss their child with the class teacher. This is repeated for Nursery in the Spring while Reception teachers hold parent consultation evenings.
- Assessment data is also shared with governors, staff and external agencies where appropriate.

Assessment Overview

Assessment of writing, reading, and maths is tracked using INSIGHT Tracking alongside subject-specific tracking sheets on Google Drive. Assessments are based on teacher judgment alongside the following

assessment tools and methodologies:

Reading

Across school, there is ongoing assessment of reading through guided reading and individual reading sessions with the children

- Fluency assessments and comprehension assessments are recorded and formally tracked in Autumn, Spring, and Summer term.
- Assessment Tools:
 - Testbase Assessments: Used for Year 2 from Spring term up until Year 5 Spring term.
 - Phonics & Decoding: Assessed and tracked using the Little Wandle Tracker across EYFS and KS1 (and KS2 pupils receiving phonics interventions each term).
 - Salford Reading: Conducted twice a year to assess and compare reading ages.
 - Book Bands & Phonics Books: Used continually to inform assessment.
 - Statutory Assessments / Past Papers: used in Year 5 (Summer) and across Year 6 until the final SATs assessments.

Writing & SPAG

- Assessed writing pieces are completed at the end of each unit (minimum of once per half term) and assessed using National Curriculum objectives for each year group. Teacher knowledge of writing across the half term informs assessment. There are regular opportunities for class to class and across year group moderation to ensure parity of assessment and secure judgements.
- SPAG: Assessed using Transcription. Year 6 complete SATs practice papers.
- Spelling: Tracked via class records (e.g. 100-word spellings and regular rule-based spelling assessments). Transcription lessons, green underlinings and Feedback Markbooks drive targeted spelling corrections.

Maths

White Rose Hub and Testbase assessments are used to assess maths along with teacher knowledge. Arithmetic assessments are carried out regularly each half term. Maths is assessed by class teachers using the National Curriculum objectives

- End of Unit Assessments are conducted at least twice per half term (or once per term depending on unit length) using White Rose assessments.
- Arithmetic is assessed and tracked 2-3 times per half term using Maths Ninja Assessments. In Year 6, children progress to using past SAT papers from the second half of Autumn term.

Foundation Subjects

Foundation subjects are assessed against end-of-year key knowledge and skills as set out in curriculum overviews and recorded via INSIGHT Tracking.

Year 6

In Year 6, in addition to the SATs in May, there are three formal SATs practice cycles in November, January and March.

Classroom & Personal Assessment Records (Question Level Analysis - QLA)

Where appropriate and helpful, class teachers maintain internal records to inform planning and targeted interventions. Teachers track:

- 100-word spellings
- Regular arithmetic testing
- Question Level Analysis (QLA) for any summative assessments