

**George Mitchell School**  
**Assessment Policy (Primary Phase)**



<b>Date produced</b>	<b>September 2024</b>
<b>Date to be reviewed</b>	<b>September 2025</b>
<b>Produced by</b>	<b>Tom Etheridge</b>

## **1. Aims of the policy**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## **2. Legislation**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2024 reception baseline assessment: assessment and reporting arrangements - GOV.UK](#)
- [EYFS statutory framework for group and school-based providers](#)
- [2025 phonics screening check assessment and reporting arrangements - GOV.UK](#)
- [2025 key stage 2 assessment and reporting arrangements - GOV.UK](#)

## **3. Principles of Assessment**

The following principles underpin the use of assessment at George Mitchell School (Primary Phase):

- assessment is an integral part of learning and teaching, providing teachers, children and parents/carers with valuable information to improve learning.
- assessment is used to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs learning and teaching.
- assessment supports informative and productive conversations with pupils and parents.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'In-school formative assessment', 'In-school summative assessment and 'Nationally standardised summative assessment.'

## **4. Assessment Approaches**

At George Mitchell School, we see assessment as an integral part of learning and teaching, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### **4.1 In-school formative assessment**

Effective in-school formative assessment (sometimes referred to as Assessment for Learning) enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At George Mitchell, we use the following formative assessment strategies:

- 'Think, pair, share': pupils are given thinking time before testing their ideas with a partner, and then sharing with the class.
- Mini-whiteboards: pupils write their ideas on a mini-whiteboard and then reveal their answers to the teacher.
- 'Cold calling': teachers deliberately target questions at specific pupils to find out what they are thinking. This strategy can be used in conjunction with any of the other strategies outlined here.
- Lollipop sticks: teachers randomly select a pupil to answer a question. This is different from Cold Calling, which involves targeted questioning.
- Partner talk: pupils turn and talk to their partner to discuss a question.
- Live marking: teachers circulate during independence practice to provide feedback at the point of work and provide further challenge, questioning or models as appropriate.
- Spaced retrieval practice: lessons begin with 'Do Now' quizzes, to give pupils opportunities to retrieve previously-learned content and allow teachers to assess retention.
- Self- or peer-assessment: pupils have the chance to assess their own, or a partner's, learning and so make judgements as to their progress.
- Marking away from the lesson: teachers provide feedback to pupils and use their independent work to inform future planning.
- Guided group work: teachers work with a small group of pupils at their level, scaffolding the learning to support them to make progress.
- SEND support sheets: adults working 1:1 with pupils working out of age-related curriculum complete a formative sheet after each lesson to indicate the level of independence with which the activity was completed, the child's state of regulation, and a comment about the task.

In the EYFS, group observations are recorded on *Tapestry*, to support with end-of-year summative assessment.

#### **4.2 In-school summative assessment**

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period, and the impact of their own teaching.
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents/carers to stay informed about the achievement, progress and wider outcomes of their child across a period.

At George Mitchell, we use the following summative assessment tools:

- Start and end of unit quizzes: these allow teachers to gauge prior learning coming into a unit and assess understanding at the end of a unit.
- Teacher assessment (EYFS): teachers use their ongoing assessment of pupils' attainment, and observations on *Tapestry* (including observations by parents/carers), to make informed summative judgements against objectives taught so far in the academic year – using a flat scale model. These judgements are made against each of the areas of learning. Judgements are entered on SONAR (Reception) or a bespoke Excel tracker (Nursery).
- Teacher assessment (Year 1-Year 6): teachers use their ongoing assessment of pupils' attainment to make informed summative judgements against objectives taught so far in the academic year – using a flat scale model. In Autumn and Spring, judgements are made for core subjects (Reading, Writing, Maths and Science); in the Summer, teachers complete judgements for all curriculum subjects. Judgements are entered on SONAR (Year 1-5) or a bespoke Excel tracker (Year 6).
- PUMA, PIRA and GAPS standardised assessments: pupils from Year 1 to Year 5 complete a maths (PUMA), reading (PIRA) and GPS (GAPS) assessment at the end of each full term. Data is entered onto Boost-Insights to support data analysis and provide question-level analysis.
- Past-SATs papers: pupils in Year 6 complete past-SATs papers at various points throughout the academic year, in preparation for their end-of-key-stage assessments in May.
- Past-Phonics Screening Check papers: pupils in Year 1 (and relevant pupils in Year 2) complete past-Phonics Screening Check papers at various points throughout the year to prepare them for the Phonics Screening Check.
- TT Rockstars Soundcheck Mode: Pupils in Year 3 and Year 4 complete half-termly assessments on Soundcheck mode on TT Rockstars, in preparation for the Multiplication Tables Check.
- Read, Write Inc. (RWI) phonics assessments: at the end of each half-term, pupils in Reception to Year 2 (and relevant pupils in Years 3-6) are assessed against their phonics knowledge, allowing for RWI groups to be adjusted for the following term.
- SEND 'Plan, Do, Review' support plans: at the end of each term, SEND support plans are reviewed to inform target setting and intervention for the following term.

#### **4.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Pupils and parents/carers to understand how pupils are performing in comparison with pupils nationally.
- The school to comply with its statutory reporting and assessment duties.

At George Mitchell, we complete the following statutory national assessments:

- Reception Baseline Assessment in the first 6 weeks of a child's education in Reception: this assessment is used by the government to report to parents on the progress that pupils make at a school from Reception to the end of Year 6. Results from the Reception Baseline Assessment are not provided to schools, parents or other bodies (although simple summary statements are available on request). More information can be found here: [https://assets.publishing.service.gov.uk/media/6703cfa6a31f45a9c765f203/2024\\_Information\\_for\\_parents\\_reception\\_baseline\\_assessment.pdf](https://assets.publishing.service.gov.uk/media/6703cfa6a31f45a9c765f203/2024_Information_for_parents_reception_baseline_assessment.pdf)

- Early Years Foundation Stage (EYFS) Profile at the end of Reception: pupils are assessed against the Early Learning Goals to make a judgement as to whether or not they have reached a Good Level of Development (GLD). The EYFS Profile is completed by the child's teacher and shared with parents and their Year 1 teacher. More information can be found here: [https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early\\_years\\_foundation\\_stage\\_profile\\_handbook.pdf](https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf)
- Phonics Screening Check in Year 1 and Year 2 (if unsuccessful in Year 1 or did not take the Phonics Screening Check in Year 1): in June of Year 1, pupils are asked to read a range of words to assess their knowledge of phonics. Results are shared with parents at the end of the academic year. More information can be found here: [https://assets.publishing.service.gov.uk/media/664c87774f29e1d07fadcba9/2024\\_Information\\_for\\_parents\\_assessment\\_phonics\\_screening\\_check\\_WEBHO.pdf](https://assets.publishing.service.gov.uk/media/664c87774f29e1d07fadcba9/2024_Information_for_parents_assessment_phonics_screening_check_WEBHO.pdf)
- Multiplication Tables Check in Year 4: in June of Year 4, pupils sit an online assessment to ensure that they know their multiplication tables up to 12 x 12. There is a 6-second time limit for each question. There is no official pass mark for the Check; however, results are shared with parents at the end of the academic year. More information can be found here: [https://assets.publishing.service.gov.uk/media/6724ae64c053e87b6a0a81e4/Information\\_for\\_parents\\_multiplication\\_tables\\_check.pdf](https://assets.publishing.service.gov.uk/media/6724ae64c053e87b6a0a81e4/Information_for_parents_multiplication_tables_check.pdf)
- National Curriculum tests (SATs) and teacher assessments at the end of Key Stage 2 (Year 6): in May, pupils in Year 6 sit papers in Grammar, Punctuation and Spelling; Maths (1x arithmetic paper and 2x reasoning papers); and Reading. Their teachers also make teacher assessment judgements against their attainment in Writing and Science. Results are shared with parents and secondary schools at the end of the academic year. The SATs are used by the government to report to parents on the progress that children make during their time at the school. More information can be found here: <https://www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara/2025-key-stage-2-assessment-and-reporting-arrangements>

Timetables and deadlines for statutory assessments can be found in the relevant Assessment and Reporting Arrangements documents:

- [2024 reception baseline assessment: assessment and reporting arrangements - GOV.UK](#)
- [EYFS statutory framework for group and school-based providers](#)
- [2025 phonics screening check assessment and reporting arrangements - GOV.UK](#)
- [2025 key stage 2 assessment and reporting arrangements - GOV.UK](#)

## 5. Collecting and using data

The following platforms are used to collect assessment data within school:

- SONAR: used to collect teacher assessment data for pupils in Reception-Year 5.
- Excel: used to collect teacher assessment data for pupils in Nursery and Year 6.
- Boost-Insights: used to collect data from PUMA, PIRA and GAPS standardised assessments.
- TT Rockstars: used to collect data from multiplication tables assessments.
- SIMS: the school's MIS is used to prepare statutory assessment data to export via CTF to the local authority or government.

In addition, statutory assessment data is uploaded to the following platforms:

- Mimecast: this is Waltham Forest's secure messaging system, used to send data for the EYFS Profile and Phonics Screening Check to the local authority via CTF.
- Multiplication Tables Check Service: this is the online portal on which pupils sit their Multiplication Tables Check.

- Primary Assessment Gateway: teacher assessment for KS2 SATs is uploaded via CTF to the government directly through the Primary Assessment Gateway.

KS2 SATs papers are stored securely immediately following their delivery to the school. Once the papers have been sat, they are packaged and stored securely until they are collected by Parforce for delivery to the Standards and Testing Authority. The school complies with its statutory duties in regard to the storage of statutory assessments, as outlined in the following documents:

- <https://www.gov.uk/government/publications/2024-reception-baseline-assessment-assessment-and-reporting-arrangements-ara/2024-reception-baseline-assessment-assessment-and-reporting-arrangements>
- <https://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance/2024-phonics-screening-check-administration-guidance>
- <https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag/key-stage-2-test-administration-guidance>

Assessment data is recorded for the purposes outlined above in '5.Assessment Approaches' and to fulfil the school's statutory duties to keep curricular records for each pupil, as outlined in the [Education \(Pupil Information\) \(England\) Regulations 2005](#). Curricular records form a 'subset' of a pupil's educational record. They are a formal record of a pupil's academic achievements, skills, abilities and the progress they make at a school. These records must be updated at least once every academic year.

George Mitchell School is a data controller and are therefore is required to comply with data protection legislation including the [UK General Data Protection Regulation \(UK GDPR\)](#) and the [Data Protection Act 2018 \(DPA\)](#). This means the school is responsible for ensuring that any processing of personal data (the collection, retention, storage and security of all personal information we hold) meets the provisions of the Act and complies with data protection legislation. This includes:

- personal information appearing in a pupil's educational record.
- any other information they hold which identifies individuals, including pupils, staff and parents.

Assessment data are shared with teachers, parents and statutory bodies as required. Where a pupil moves school, George Mitchell complies with its statutory duty under the [Education \(Pupil Information\) \(England\) Regulations 2005](#) with regard to the transfer of records between schools, including the completion of the CTF (sent securely via the S2S service within 15 school days of a pupil ceasing to be registered at George Mitchell). Parents have a right under the [Education \(Pupil Information\) \(England\) Regulations 2005](#), as well as the UK GDPR, the DPA 2018 and the [Freedom of Information Act 2000](#) to request access to their child's educational record.

### **5.1 Teacher workload**

In designing this policy and the procedures it contains, effort has been taken to reduce the workload associated with data collection. Attention has been given to the recommendations of the [Workload Advisory Group Report: Making Data Work \(2018\)](#). The following non-exhaustive list of measures has been put in place to support teachers with managing workload with regard to data collection:

- Time provided within the Directed Time Calculation for data entry.
- Additional time provided through the assigning of staff meeting time to data entry and assessment marking.
- Data collection points limited to key points throughout the academic year.
- Resources for assessments (mark schemes, administration guidance) provided to teachers by senior leaders.

- Sourcing of online platforms that allow for rapid data entry.
- Question-level data for PUMA, PIRA and GAPS papers uploaded to Boost-Insight for teachers by senior leadership.

## 6. Reporting to parents/carers

At George Mitchell, we pride ourselves on our communication with parents/carers. Teachers and school leaders have frequent contact with parents/carers to discuss children's attainment and progress. These might take the form of conversations at the start or end of the day in the playground, informal meetings, or communication via the school's messaging system (*ClassDojo*).

The school reports more formally to parents in line with its statutory duties under the [Education \(Pupil Information\) \(England\) Regulations 2005](#). This takes the form of two formal Parents' Evenings (at the end of the Autumn and Spring Terms), and a formal written report at the end of the Summer Term.

In producing the written report, the school complies with the following statutory guidance:

- [https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early\\_years\\_foundation\\_stage\\_profile\\_handbook.pdf](https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf)
- <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers#:~:text=x-,National%20curriculum%20assessments,in%20the%20school%20and%20nationally>

The written report provides parents/carers with an outline of their child's:

- General progress.
- Brief particulars of achievements, highlighting strengths and developmental needs.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record.

In addition, the following information is provided to parents/carers in the written report:

- For children in Reception: whether the child has achieved a Good Level of Development.
- For children in Year 1 (and applicable children in Year 2): whether the child has passed the Phonics Screening Check.
- For children in Year 4: the result of their Multiplication Tables Check.
- For children in Year 6: Outcomes of statutory National Curriculum teacher assessments in English writing and science, along with the results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'.
- Where appropriate, a statement explaining why any National Curriculum test has not been taken.

## 7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

If the headteacher decides a pupil should not take one or more statutory assessment, this decision will be reported to the pupil's parents/carers.

## **8. Training**

To ensure that the assessment approaches and procedures outlined in this policy are delivered consistently and effectively across the school, the following takes place regularly through the academic year:

- Peer moderation of teacher assessment judgements: teachers work in groups to standardise and quality-assure summative judgements.
- Regular Continuing Professional Development (CPD) on formative assessment strategies, National Curriculum statements and the school's approach to assessment (including the use of the flat-scale model), delivered by the Assessment Lead.
- Engagement with local authority training around statutory assessment, delivered through *Pobble* and accessed by the Assessment Lead, the EYFS Lead and relevant staff.
- Training for staff involved in the administration of statutory assessments, delivered by the Assessment and making use of the statutory test administration guidance documents.

## **9. Roles and responsibilities**

### **9.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

### **9.2 Headteacher**

The headteacher is responsible for:

- Ensuring this policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

### **9.3 Assessment lead (Primary Lead)**

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities.
- Continuing professional development (CPD) for teachers and middle leaders on assessment.
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately.

#### **9.4 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

### **10. Monitoring**

This policy will be reviewed annually by the assessment lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher and assessment lead are responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Internal and external (cross-Trust or cross-school) moderation.
- Lesson observations and learning walks.
- Book looks.
- Pupil progress meetings.

The school has nominated Waltham Forest as its chosen local authority for the monitoring of statutory tests and moderation of statutory teacher assessment judgements.

### **11. Links with other policies**

This assessment policy is linked to our:

- Learning and Teaching Policy (Primary Phase).
- Early Years Foundation Stage Policy.
- SEND Policy.