

Assessment Policy

Jotmans Hall Primary School



Approved by:	Governing Body of Jotmans Hall Primary School
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PENDING

Date approved:	September 2026
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Review due:	September 2028
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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.



Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in *Strong foundations* in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



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1. Aims

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 and guidance

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

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in-depth teaching, is supported and informed by high quality formative assessment. (Ongoing assessment)



- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- 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 teaching and learning.
- 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.
- assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.
- a range of assessments are used (details to follow).

4. Assessment approaches

At Jotmans Hall Primary School, we see assessment as an integral part of teaching and learning, 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 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

Daily Formative Assessments at Jotmans Hall Primary School

Reading

1. Ongoing assessment of Phonics:

We will use phonics assessments to assess a child's reading in relation to the graphemes taught within Twinkl Phonics. Assessments are found in **JHS Literacy / Phonics / Twinkl Phonics / Rhino Readers / Rhino readers progression checklists**. Children's assessments are recorded in **JHS Literacy / Phonics / Phonics gap analysis Spreadsheets**.

In Reception and Year 1, a child takes home a fully decodable reading book linked to their secure phonics knowledge. It is the class teacher's responsibility to ensure that reading books taken home are appropriately matched. When children have completed and achieved Phase 5 and their assessment demonstrates this, children will move onto reading fluency books.



2. Reading Fluency Assessment

At Jotmans Hall Primary School, a child is considered a fluent reader if they can read 90 or more words a minute (ARE for end of Year 2)

To assess a child's reading fluency, and to determine which reading fluency book level a child should be on, we use Little Wandle's Reading Fluency Assessments. Both assessment guidance, and fluency assessments, can be found in **JHS Literacy / Literacy Resource File / Reading / Little Wandle / Fluency**

This assessment is for the class teacher's assessment and information purposes when determining which fluency book level to place a child on, whether a child is a 'free reader' and to help determine whether a child's reading fluency is affecting their reading ability.

Maths

At Jotmans Hall Primary School, we follow the White Rose scheme for Maths. Through discussion with children and supporting adults and through marking, teachers carry out ongoing, daily assessments. In addition, teachers use the practical activities from the White Rose scheme to challenge children's thinking and give them the opportunity to draw out concepts through discussion.

Foundation subject formative assessment.

- making use of rich question and answers
- Marking of pupils' work, particularly next step arrow comments
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Peer marking
- Pupil conferencing
- Ongoing assessment of objectives in the National Curriculum relating to Foundation Subjects

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 Jotmans Hall primary School, in-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example:



Reading Assessments

- At least every half term, teachers carry out phonic assessments and record the stage children have achieved on the. **JHS Literacy / Phonics /Phonics gap analysis Spreadsheets**
- Every term, teachers and support staff carry out Fluency assessments with the children who are reading from the Little Wandle Fluency scheme and record the results. These inform the reading group that the children are in and the level of reading support that they need. These are recorded on the **JHS Literacy / Reading / Little Wandle / Ongoing Assessments spreadsheets**.
- Every term, teachers and support staff carry out Fluency assessments with the children who are reading from the Fred's Fluency scheme and record the results. These inform the reading group that the children are in and the level of reading support that they need. These are recorded on the spreadsheet in the **JHS Literacy / Reading / Assessments** folder
- Three times a year, in KS2 children who have completed phonics will complete a standardised Reading Comprehension test from and marks will be entered into a spreadsheet. These tests can be found in **JHS Assessment/ Termly Tests folder for the relevant term**
- Each term, class teachers record on Insight whether the children in their class are at an emerging, developing, expected or mastered level for reading. Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 'Below', 'Just Below', 'On Track' or 'Greater Depth')

Writing assessments

- Each half term the children from Years R-6 follow the 'Ready, Steady, Write' scheme to complete a piece of writing that is then formally assessed against National Curriculum writing criteria.
- Each term, class teachers record on Insight whether the children in their class are at an emerging, developing, expected or mastered level for reading. Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 'Below', 'Just Below', 'On Track' or 'Greater Depth')

Maths Assessments

- Three times a year, in KS2 children will complete a standardised Maths test from and marks will be entered into a spreadsheet. These tests can be found in **JHS Assessment/ and the folder for the relevant term**
- Each term, class teachers record on Insight whether the children in their class are at an emerging, developing, expected or mastered level for reading. Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 'Below', 'Just Below', 'On Track' or 'Greater Depth')

SEND summative assessments.

- Each term, trained support staff will assess children's spelling (using the Salford Spelling tests) and then teachers will assess their reading through the methods mentioned, previously.
- Each term, class teachers record on Insight whether the children in their class are for reading. Termly 'best fit' assessment for SEND children in Reading, Writing and Maths is recorded through measures that describe the year group level that they are working at and where they are working within that level, e.g. a child assessed as 2D is working at Year 2 level, Developing stage.
- Termly Reviews are held to inform parents.

Other assessments

- At the start of Science, Geography and History, 'Thinking frames' are used to show what children know or want to find out. These are updated at the end of a unit.
- PE assessments are recorded on the 'Get Set for PE' software, at the end of each unit.
- Computing assessments are recorded on the spreadsheets located in the **JHS STEM/Computing Resources/New Curriculum/Assessments folder** at the end of each unit.
- Ongoing, in lessons, teachers assess whether children are meeting objectives as outlined in subject overviews for foundation subjects. Teachers use 'Key Questions' at the end of a lesson to assess children's knowledge so far and 'Sticky Questions' at the start of the next lesson to assess what they have remembered.
- Each term, class teachers record on Insight whether the children in their class are at an emerging, developing, expected or mastered level for reading. Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 'Below', 'Just Below', 'On Track' or 'Greater Depth')



- end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations, with the opportunity for parents to find out scores in assessments.

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

Nationally standardised summative assessments include:

- Reception Baseline Assessment (RBA), completed during the first six weeks after the children start school.
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)
- Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

5. Collecting and using data

At Jotmans Hall Primary School, we use the Insight Tracking software to record termly assessments in the Foundation subjects, Maths and English. For PE, we record termly assessments on the assessment page of the Get Set 4 PE scheme.

Termly data is shared with the teaching staff, who then record it on the Equity Matrix for their class and use it to inform their planning and grouping. The Equity Matrix can be found in JHS Curriculum / Equity Matrix / Termly Folder / class folder. This matrix is used to track children's progress and then inform future planning. Time is set aside at Teacher Meetings for this.

During the Autumn Term and the Spring Term, meetings are held with parents to discuss children's well-being, performance and progress. At the end of the Summer Term, an annual Parent Report is produced which informs parents of their children's strengths and their progress throughout the year, in all subjects. Performance is measured in Attainment ('Below', 'Just Below', 'On Track' or 'Greater Depth') and Effort (1, 2, 3).

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Jotmans Hall Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas.



7. Reporting to parents/carers

At Jotmans Hall Primary School, we report to parents 3 times a year:

- An informal, after-school meeting in the first half of the Autumn Term, to discuss how well their children have settled in and any initial concerns;
- An informal, after-school meeting in the first half of the Spring term, to discuss progress and areas for development. Any internal data recorded can be discussed at this meeting;
- A formal, written report issued to parents a few weeks before the end of the Summer Term, commenting on their children's attendance, progress, achievements and attitude to learning throughout the year. Parents are invited to contact the school to discuss this report, if they wish to.

We have an open-door policy and encourage parents to contact the school if they have any concerns in the interim; in the same way, we contact parents during the interim period if we believe that there is a cause for concern.

Attendance is recorded on the written report as: The total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.

The EYFS End of Year Report, which includes the Early Years Foundation Stage Profile is sent at the end of the Summer Term.

A separate report is sent to the parents of both the children in Year 1 who took part in the Phonics assessment, and those children in Year 2 who retook assessment, explaining the nature of the test and stating their score.

A separate report is sent to the parents of the children in Year 4 who took part in the Multiplication Check, explaining the nature of the test and stating their score.

A separate report is sent the parents of the children in Year 6, stating:

- the outcomes of statutory National Curriculum teacher assessments in English writing and science;
- 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
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

8. 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. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

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.

****In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.**



9. Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

10. Roles and responsibilities

10.1 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

10.2 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

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice



11. Monitoring

This policy will be reviewed every three years 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 assessment lead responsible for ensuring that the policy is followed.

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

- Termly subject monitoring through book sampling and discussions with children; in addition, the headteacher holds regular 'Pupil Voice' session with children from each year group, chosen at random, to discuss their learning.
- School governors hold monitoring sessions yearly, where they discuss the progress of the subject with the subject lead and also talk to children about their learning.
- Termly book sampling also includes an opportunity for teachers to moderate across year groups and check effectiveness of teaching and assessment.
- Writing moderation takes place with other school in the local area, twice a year.

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policies
- Feedback policy
- Early Years Foundation Stage policy and procedures