



MOORLAND JUNIOR SCHOOL

ASSESSMENT POLICY

This Policy should also be read in conjunction with our Marking and Feedback Policy. By implementing a workable, explicit, whole school assessment policy, we continue to strive towards our goal of continuous improvement.

INTRODUCTION

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning at Moorland Junior School. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress to work in partnership with parents and families. At Moorland Junior School, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

Assessment at Moorland Junior School reflects our vision for every child to belong, thrive and grow within a supportive, ambitious learning community.

Through our BELONG values - **Belonging, Excellence, Learning, Opportunity, Nurture and Growth** - assessment is used not simply to measure outcomes, but to support pupils' confidence, wellbeing and progress over time. Our assessment practices are inclusive, proportionate and purposeful, ensuring that every child feels known and valued, is challenged to achieve excellence, and is supported through clear next steps in their learning. Assessment provides opportunities for pupils to reflect on their learning, recognise their strengths and understand how to improve, fostering resilience, aspiration and a love of learning.

Assessment supports pupils in making sustained progress against the school's curriculum and learning intentions, ensuring teaching is well matched to pupils' age, ability and starting points, in line with School Standards.

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.
- Clearly set out how and when assessment practice will be monitored and evaluated
- Ensure assessment identifies pupils who are exceeding age-related expectations and informs appropriate challenge, extension and enrichment.

PRINCIPLES OF ASSESSMENT

The key assessment principle for Moorland Junior School is to ensure that the purpose and the use of assessment and data is clear, relevant and in line with the school's aims, values and curriculum intent.

Assessment for learning are distinguished clearly in our understanding of the key types of assessment: formative and summative and within this, our aims are:

- To gather information about the performance of individual pupils, groups and cohorts which is used to set specific targets, related to learning, at different levels and to ensure that effective interventions are in place.
- To ensure that all data collection is proportionate and that practices are helpful for pupil progress and measures, without increasing the expectations put on teaching staff that would increase teacher workload.
- To provide information for planning, teaching and curriculum development, as well as part of our SEN monitoring and interventions.
- To ensure that assessment procedures are fair, inclusive and consistent for all pupils, reflecting our BELONG values
- To inform parents of their children's progress at parent consultations in the Autumn and Spring and Summer terms and through the termly reports written.
- To ensure that efficient assessment and recording are key parts of Moorland Junior School's Performance Management Policy, in line with the Teachers Standards.
- To ensure that assessment is used to inform curriculum provision.
- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targeted levels.
- To ensure assessment practices support pupils' wellbeing, confidence and engagement in learning and do not place unnecessary pressure on pupils or staff.

ASSESSMENT APPROACHES

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

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

In-School Formative Assessment

The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. Feedback can take many forms but should be carried out in line with the Marking and Feedback Policy in school. At Moorland, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

Please see our EYFS policy to see how our EYFS teacher uses formative assessment within their daily routine.

Effective in-school formative assessment enables:

- **Teachers** to understand 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Moorland Junior school we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and Feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.
- Questioning is a main part of any classroom teaching and at Moorland, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Self-assessment and peer-assessment is used throughout, a variety of, sessions where children can, for example, use linked or other strategies to work out if their, or their work partners, original response or answer is correct.
- Learning objectives are shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.
- Oral feedback along with live marking also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the lesson objective and success criteria.
- On-going formative assessment, provides the evidence for the basis for making foundation subject assessment judgements at the end of each academic year.

Ongoing Low-Stakes Assessment

At Moorland Junior School, ongoing low-stakes assessment is used to regularly check pupils' understanding, fluency and retention of key knowledge. These assessments are short, purposeful and designed to inform teaching rather than generate data.

Examples of ongoing low-stakes assessment include:

- **Weekly spelling checks** to assess pupils' application of taught spelling patterns and high-frequency words
- **Regular mental maths activities and quick checks** to assess fluency in number facts, calculation strategies and recall
- Short retrieval activities at the start of lessons
- Practice tasks that allow teachers to quickly identify misconceptions

Outcomes from these assessments are used immediately to adapt teaching, provide targeted support or further challenge, and inform intervention where needed. They are not used for formal tracking purposes.

Low-stakes assessment is carefully managed to avoid over-testing and unnecessary pressure on pupils or staff. The frequency and use of these checks are reviewed regularly by senior leaders to ensure they remain purposeful and proportionate.

Ongoing formative assessment ensures that; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

Summative Assessment and Standardised Summative Assessment

Assessment at Moorland Junior School, serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Ongoing low-stakes assessments, including spelling and mental maths checks, contribute to teachers' overall understanding of pupils' attainment and inform end-of-unit and termly summative judgements.

Effective 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 acquired knowledge, skills and understanding 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** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Moorland Junior School we have an assessment calendar detailing when standardised tests are carried out.

We also use in-school summative assessment at the end of units within core and foundation subjects, to inform teachers what children have learnt and remembered and to impact future planning. Teachers use their own creativity to decide on how these look; from small stake quizzes, poster making of a concept they have learnt about to instructional videos explaining it to a peer.

Whole-school assessments take place to ensure consistency of assessment across the school. They are in the form of NFER standardised tests which allow children's achievements and progress to be measured. The purpose of this is to indicate the levels of success children are achieving, whether this is in line with other children nationally, and to highlight children at risk of falling short of their potential. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate.

Standardised assessments are used as one source of information and are not relied upon in isolation. Teacher professional judgement, ongoing formative assessment and curriculum knowledge are central to summative judgements

Summative judgements identify children as 'working towards', 'working at' or 'working at greater depth'.

Use of CAT4 Assessments

At Moorland Junior School, Cognitive Abilities Tests (CAT4) are used as part of our standardised assessment approach to support understanding of pupils' cognitive profiles and learning potential. CAT4 assessments are administered to all pupils on entry where appropriate and from Year 3 onwards.

CAT4 assessments provide insight into pupils' reasoning abilities across verbal, non-verbal, quantitative and spatial domains. The outcomes are used alongside teacher assessment, curriculum knowledge and other assessment information to support accurate baseline assessment, identify strengths, inform planning and guide appropriate challenge and support.

CAT4 data is not used in isolation or as a predictor of attainment. Instead, it supports teachers and leaders in understanding how pupils learn best, identifying potential barriers to learning, and ensuring teaching approaches are well matched to pupils' needs and abilities.

CAT4 information may contribute to the identification of pupils who require additional support or intervention, as well as those who would benefit from increased challenge. Outcomes are reviewed as part of pupil progress meetings and used proportionately to inform teaching and curriculum provision.

ASSESSMENT CALENDAR

Formative	Phonics and reading	Maths	Writing	SPAG
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In addition to the assessments outlined below; ongoing low-stakes assessment, including weekly spelling checks and regular mental maths activities, takes place across all year groups throughout the academic year.

The assessment calendar provides an overview of assessment activity across the academic year. Timings may be adjusted slightly to meet cohort needs. Detailed guidance for staff is provided separately to ensure assessment remains proportionate and purposeful.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	ELG BASE LINE Ongoing formative assessment including observations. Little Wandle	Ongoing formative assessment including observations. Little Wandle Writing moderation	On-going formative assessment including observations. Little Wandle	Ongoing formative assessment including observations. Little Wandle Writing moderation	Ongoing formative assessment including observations. Little Wandle	Ongoing formative assessment including observations. Little Wandle Writing moderation ELG
Year 1	Ongoing formative assessment Little Wandle CAT 4 – intervention team.	Ongoing formative assessment Little Wandle YARC testing Writing moderation	Ongoing formative assessment Little Wandle	Ongoing formative assessment Reading – NFER Published phonics test. Maths – NFER Writing moderation SPaG -NFER	Ongoing formative assessment	Ongoing formative assessment Reading – NFER Maths – NFER Writing moderation SPaG -NFER
Year 2	Ongoing formative assessment Published phonics test for any children who didn't pass in Year 1 Spring 2.	Ongoing formative assessment Reading – NFER Maths – NFER Writing moderation SPaG -NFER	Ongoing formative assessment	Ongoing formative assessment Reading – NFER Maths – NFER Writing moderation SPaG -NFER	Ongoing formative assessment	Ongoing formative assessment <i>Standardised Published papers for:</i> Reading, Spag, Maths Writing moderation

Year 3	Ongoing formative assessment	Ongoing formative assessment Reading – NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading – NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading – NFER Maths – NFER Writing moderation SPaG-NFER
Year 4	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER
Year 5	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER
Year 6	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment Reading - NFER Maths – NFER Writing moderation SPaG-NFER	Ongoing formative assessment	Ongoing formative assessment <i>Standardised Published papers for:</i> Reading, Spag, Maths Writing moderation

Formative	Phonics and reading	Maths	Writing	SPAG
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In Writing:

Independent writing tasks take place during each half term from Years 1-6. These tasks, along with other pieces of independent writing, are used to make a judgement on a child's writing outcome.

When assessing writing and offering pieces for moderation it is vital that writing is independent.

As noted in our Marking Policy, the following guidelines must be noted when marking and assessing writing however.

Writing would not be independent if it has been: "edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated."

(2017 teacher assessment, STA)

For example:

- If a teacher marked 'sp' or 'g' in the margin on the line where there is an error, then any change that a child then makes would not be independent.
- If a teacher marked a child's work and then wrote, "check your use of semi- colons," then any change the child makes to semi-colons would not be independent.

This does not mean that teachers should not mark children's work as that is a key learning strategy, but additional care will be needed when forming teacher assessment judgements because not all of a child's writing will be independent.

It will be very useful to encourage children to edit their writing before handing their work in. Clear success criteria will support this process. When a piece of writing is being used as independent writing, it should be just that.

Writing is likely to be independent if it:

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character
- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

Assessment of Writing

- When assessing writing, teachers will assess against the end of year expectations and moderation document given to them. Teachers will track the progress of each child and interventions and targeted tuition will be planned to support children.
- Staff will meet to moderate writing during periods set out in the moderation calendar.

TRACKING PUPILS PROGRESS

- Teachers will collate their assessment data on a centralised spreadsheet and use it to inform future planning, report writing, IEP writing and interventions planning.
- When marking NFER assessment question level analysis must be complete to inform the teacher what areas of learning and what question type children have not learnt and remembered, further enhancing their planning for individuals and groups of children.
- It is the responsibility of the teacher's to follow the timetable and update their assessment files.
- Each half term the Headteacher will analyse the data and bring it to a staff meeting for a discussion on trends within the school and key focus points. Teachers will meet with the Headteacher and Mrs Leah Redmayne – SENDco - to discuss the attainment and progress of individual children.

Regarding writing assessment, allowing teachers to discuss, challenge each other and feel more confident in their assessments of pupils is critical to building a culture of valid, robust assessment and carefully planned opportunities to moderate judgements in this is critical. All our teachers participate in moderation meetings internally so that they have common understanding of the expectations in core subjects. Pupils' learning is shared and discussed, alongside our knowledge of the requirements of the National Curriculum. By doing this we ensure that we make consistent judgements about standards in the school.

Any additional individual assessment, IEP, or documentation should be uploaded electronically to the staff sharepoint and the child's individual CPOMs log, providing management with a holistic view.

All assessment data is stored securely and accessed in line with the school's Data Protection Policy. Information is shared on a need-to-know basis and used solely to support pupil progress, safeguarding and wellbeing.

ASSESSMENT FOR PUPILS WITH SEND

Assessment for pupils with SEND is used to identify individual starting points, track progress over time and inform personalised provision. Teachers assess progress using small-step targets, teacher observation and outcomes from interventions, alongside age-related expectations where appropriate.

Assessment information is used to inform IEP targets, intervention planning and reviews and is discussed regularly with the SENDCo and Headteacher.

Assessment for pupils with Special Educational Needs and Disabilities at Moorland Junior School is inclusive, purposeful and rooted in a clear understanding of individual starting points. Assessment is used to identify need early, inform high-quality teaching, plan appropriate provision and evaluate impact over time. It supports pupils' academic progress, personal development and wellbeing, in line with the school's BELONG values, the Independent School Standards and statutory SEND guidance. Progress for pupils with SEND is evaluated in relation to their individual needs, ensuring assessment is inclusive, fair and supportive of pupils' wellbeing and confidence and rooted in our commitment to nurture and growth.

Early identification of SEND is a priority. Assessment draws on teacher observation, progress data, pupil voice and discussion with parents/carers. Baseline and on-entry assessments are completed for all pupils, with further screening or diagnostic assessment used where concerns persist. Where appropriate, assessment is informed by external professionals such as Speech and Language Therapists (SALT), specialist teachers and Educational Psychologists.

Assessment for SEND follows a graduated approach of Assess, Plan, Do and Review. Needs are assessed through a triangulation of teacher assessment, intervention outcomes and specialist advice. Provision is planned through Individual Education Plans or SEND Support Plans with SMART targets linked directly to identified need. Support is delivered consistently, with class teachers retaining overall responsibility, and progress is reviewed regularly, typically termly, to evaluate impact and inform next steps. Parents/carers and pupils are involved throughout this process.

Assessment considers the four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical needs. A range of proportionate assessment tools are used, including teacher assessment, SENDCO observation, small-step and developmental assessments such as EYFS Development Matters steps, PIVATS, and specialist teacher reports. Evidence is triangulated to ensure judgements are accurate and meaningful. Standardised assessments are used where appropriate as a baseline for every pupil (CAT4 in Year 2 and YARC in Year 1), but are also used to measure progress and identify where gaps may lie to inform targets and intervention.

Interventions are time-limited and outcome-focused. Summative assessment is completed at the end of each intervention, with impact and next steps shared with class teachers and the SENDCo. Assessment information is monitored through termly pupil progress meetings and SEND review reports, and informs leadership oversight, partnership working with external agencies and continuous improvement in provision. This ensures pupils with SEND are supported to make progress from their individual starting points and feel known, valued and confident in their learning.

ASSESSMENT FOR ABLE, GIFTED AND TALENTED PUPILS

Assessment at Moorland Junior School is used to identify pupils who demonstrate high ability, aptitude or potential in one or more areas of the curriculum. This includes pupils who are working above age-related expectations, demonstrate rapid progress, strong reasoning skills or exceptional creativity, leadership or problem-solving abilities.

Identification of able, gifted and talented pupils is ongoing and draws on a range of evidence, including teacher assessment, formative assessment, standardised assessments, pupil outcomes, classroom performance and professional judgement. No single assessment is used in isolation.

Assessment information is used to ensure that able pupils are appropriately challenged through high-quality teaching, depth, complexity and enrichment rather than acceleration alone. Planning reflects pupils' strengths and starting points, enabling them to deepen understanding, apply learning in unfamiliar contexts and work at greater depth.

Provision for able, gifted and talented pupils may include differentiated questioning, extended tasks, opportunities for independent inquiry, leadership roles, an advanced curriculum and participation in wider academic, creative or sporting opportunities.

Progress of able pupils is monitored through pupil progress meetings, moderation and review of assessment data to ensure sustained challenge and high expectations are maintained over time.

ASSESSMENT IN FOUNDATION SUBJECTS

Assessment in foundation subjects at Moorland Junior School is primarily formative and closely aligned to the curriculum end points for each subject. Teachers assess pupils' knowledge, skills and understanding through a range of low-stakes, purposeful approaches, including retrieval activities, questioning, practical outcomes, discussion and application tasks.

Summative judgements in foundation subjects are made annually and are informed by a body of evidence gathered across the academic year. This includes pupils' work, teacher observation and outcomes from unit-based assessments. These judgements are used to evaluate curriculum effectiveness, inform future planning and identify any gaps in knowledge or understanding.

Assessment in foundation subjects is proportionate, avoids unnecessary testing and supports pupils in retaining and applying key knowledge over time.

Assessment in foundation subjects supports progression over time, ensuring pupils build secure knowledge and skills that prepare them effectively for the next stage of learning.

REPORTING ATTAINMENT

Parents will receive information about their child's progress and attainment at Moorland Junior School through two parent consultation evenings during the academic year and termly written reports. These provide clear information about progress, attainment and next steps in learning. The basis for our written reports is to ensure parents are informed about:

1. Progress
2. Attainment against age related expectations
3. Achievements in all areas of the curriculum, both academic and social.
4. Potential barriers to learning and how we are over coming them.
5. Targets for improving future learning
6. Results of examinations taken
7. Application and fluency in key areas such as spelling and number

Reports reflect both attainment and progress over time, rather than isolated outcomes.

Parents will always have the right to respond to any report through booking a meeting with the class teacher or Headteacher. Parents should follow the line of communication for any further correspondence.

In addition, informal feedback and communication with parents takes place throughout the year as appropriate at pick up time.

The implementation and impact of this assessment policy are monitored by the Headteacher and Senior Leadership Team. Assessment data is reviewed half termly to identify trends, strengths and areas for development across the school.

Moderation activities, pupil progress meetings and staff discussions are used to ensure assessment judgements are accurate, consistent and used effectively to support pupil progress.

This policy is reviewed annually to ensure it remains compliant with statutory requirements and reflects best practice.

Assessment data is reviewed half termly by the Headteacher School and Senior Leadership Team to evaluate impact, identify trends and inform strategic planning and staff support.

REVIEW

This policy is reviewed annually or sooner if required.

THIS POLICY WAS ADOPTED ON	SIGNED ON BEHALF OF THE SCHOOL	DATE FOR REVIEW
January 2026	A McKeown	January 2027