



**MERTON ABBEY**  
**PRIMARY SCHOOL**  
**Assessment Policy**

This policy will be reviewed in full on a yearly basis.

This policy was reviewed and updated in **April 2025**

Next review date: **April 2027**

Member of staff responsible for monitoring and reviewing the policy: **Lynsey Eversden**

## **1. Introduction**

At Merton Abbey Primary School, we are committed to ensuring the highest possible outcomes for children across all areas of the curriculum. Our policy and procedures have been produced based on recommendations in the Final Report of the Commission on Assessment without Levels and in line with the 'Purposes and Principles of Assessment without Levels'.

## **2. Aims and principles of assessment**

Children's progress is closely monitored at Merton Abbey in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children take responsibility for achievements and encourage them to reflect on their own progress, understand their strengths and identify what they need to do to improve;
- to ensure that assessment is inclusive of all abilities;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

### 3. In-School joiners

Children who join school at a point other than through EYFS admission are assessed as part of their transition arrangements to the school. A 'starting point' assessment will be carried out by their class teacher using information from their previous school/s (where possible) and using any relevant summative assessments from the most recent Assessment period. For children who have EAL, SEND or other factors that may potentially put them at a disadvantage, a more tailored and individual approach will be taken where meetings will be held between parents and the SENDCO in order to ascertain their needs and ensure that a rigorous plan is in place to ensure that their needs are being met and that they achieve to their full potential.

#### **EYFS Baseline**

The most common point of entry into our school is admission into the Reception Year. In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory reception baseline assessment (RBA) in autumn 2020.

The RBA will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

#### **In-School Joiners**

Children who join school at a point other than through EYFS admission are assessed as part of their transition arrangements to the school. A 'starting point' assessment will be carried out by their class teacher using information from their previous school/s (where possible) and using any relevant Merton Abbey summative assessments such as:

- The previous year's NTS assessment tests;
- Phonics assessments;
- Reading age and spelling age tests.

For children who have EAL, SEND or other factors that may potentially put them at a disadvantage, a more tailored and individual approach will be taken where meetings will be held between parents and the Head teacher and SENDCO in order to ascertain their needs and ensure that a rigorous plan is in place to ensure that their needs are being met and that they achieve to their full potential.

## 4. Different types of assessment

There are three broad overarching forms of assessment, each with its own purposes:

- Day-to-day in school formative assessment/ responsive teaching
- In-school summative assessment
- Nationally standardised summative assessment

### Day-to-day in school formative assessment/ responsive teaching

*This section should be read in conjunction with the school's Feedback policy and Teaching and learning policy.*

Formative assessment is at the heart of good assessment practice in our school. In particular, our intention is that formative assessment follows the model proposed by Dylan William of **responsive teaching**. That is, assessment should be used to shape teaching and curriculum, as well as to provide formative feedback to pupils.

Responsive teaching is characterised by the 3 teacher areas in the grid below:

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Activating students as learning resources for one another		
Learner	Activating students as owners of their own learning		

Most formative assessment will happen informally in the classroom through approaches which are recognised in our feedback policy and teaching and learning policy.

See appendix 1 for a list of useful strategies.

### In-school summative assessment

Summative assessment is a measurable form of assessment that teachers can use to inform where their children are at compared to their local and national counterparts. It enables teachers to evaluate learning, the impact of their teaching and plan for future teaching.

Our assessment system is designed to ensure that judgements are **consistent, reliable and free from bias**.

To support senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we make use of summative assessment judgements 3 times each year.

This decision is supported by the view of the 'Commission on Assessment without Levels' that "recording summative data more frequently than three times a year is not likely to provide useful information". This data is collected from class teachers and is analysed by phase and senior leaders to provide insights into attainment and progress across the school.

To support our summative judgements, we use a number of approaches:

- Standardised tests from the NTS are used once a term in each year group (Y1 – Y6) to provide a *snapshot* of pupils' attainment in each of Reading and Mathematics.
- In writing, teachers assess using our Key performance indicators (KPIs) by looking for evidence in the children's independent writing. (see below for more information)
- Using the combination of test and teacher assessment data, teachers make a single summative judgement about pupils' attainment indicating whether they are on-track to meet age-related expectations *at the end of the academic year*.

*All summative assessment (including any in-year baseline assessments) should be stored within the child's assessment folder.*

### **Assessing writing**

Writing assessment is assessed using our KPIs and is recorded on paper and indicates the criteria for working at the expected standard and the criteria for working at greater depth. Judgements are made using the following criteria:

- 1 - 4 KPIs met: Entering
- 5 or more KPIs met: Developing
- Majority met\*: Secure
- All secure met and elements of greater depth: Greater depth

\*Teacher judgement can be used with regard to the spelling and handwriting KPIs. Children whose writing is definitely secure will not be held back by particular difficulties with spelling and handwriting.

Using the termly tests and teacher assessments, teachers assign a grade for each pupil before it is inputted into the tracking system on SIMS. Children will be assessed in reading, writing, maths and science. If a child is to be assessed above their achievement in a test, this is discussed and agreed with the Assistant Head teacher.

## Assessment timetable

Year group	Autumn	Spring	Summer
<b>Reception</b>	Baseline assessments. Phonics assessments. End of year targets submitted. EYFS assessments.	Phonics assessments. EYFS assessments. Review SEN support plans.	Phonics assessments. Final EYFS assessments submitted. Review SEN support plans.
<b>Year 1</b>	Phonics assessments. End of year targets submitted. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans.	Phonics assessments. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Phonics assessments. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.
<b>Year 2</b>	Phonics assessments. End of year targets submitted. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Phonics assessments. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Phonics assessments. Key stage 1 National curriculum tests <b>(optional)</b> . End of unit maths assessments. Review SEN support plans. Spelling assessment.
<b>Year 3</b>	End of year targets submitted. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.
<b>Year 4</b>	End of year targets submitted.	Assessments in reading, writing, maths and science.	Assessments in reading, writing, maths and science.

	Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans.	End of unit maths assessments. Review SEN support plans. Spelling assessment.	End of unit maths assessments. Review SEN support plans. Spelling assessment. Year 4 times tables check (statutory)
<b>Year 5</b>	End of year targets submitted. Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans.	Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Assessments in reading, writing, maths and science. End of unit maths assessments. Review SEN support plans. Spelling assessment.
<b>Year 6</b>	End of year targets submitted. Past SATS papers. End of unit maths assessments. Review SEN support plans. Spelling assessment.	Past SATS papers. End of unit maths assessments Review SEN support plans. Spelling assessment.	Key stage 2 National curriculum tests and writing assessment. End of unit maths assessments. Review SEN support plans.

### Tracking

Each child will be recorded as either:

- Entering
- Developing
- Secure
- Greater depth/Exceeding

Tracking information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for reading, writing, maths and science. The cohort document will contribute to Provision mapping meetings and toward accountability data.

A0	A1	A2	A3	A4	A5	A6
Entering Y1 objectives	Developing Y1 objectives	Secure in Y1 objectives	Exceeding Y1 objectives OR Entering Y2 objectives	Developing Y2 objective	Secure in Y2 objectives	Exceeding Y2 objectives OR Entering Y3 objectives

A6	B1	B2	B3	B4	B5	B6
Exceeding Y2 objectives OR Entering Y3 objectives	Developing Y3 objectives	Secure in Y3 objectives	Exceeding Y3 objectives OR Entering Y4 objectives	Developing Y4 objectives	Secure in Y4 objectives	Exceeding Y4 objectives OR Entering Y5 objectives

B6	C1	C2	C3	C4	C5	C6
Exceeding Y4 objectives OR Entering Y5 objectives	Developing Y5 objective	Secure in Y5 objectives	Exceeding Y5 objectives OR Entering Y6 objectives	Developing Y6 objective	Secure in Y6 objectives	Exceeding Y6 objectives

The expectation within the National Curriculum is that pupils are secure in the programme of study by the end of the year and are therefore on track to reach the national standard at the end of each key stage.

Some pupils may be assessed as working at 'Greater depth' within the year group objectives. They should have opportunities to widen and deepen their understanding of the concepts covered rather than accelerate to new content from older year groups.

A few pupils may be below the year group objectives and are therefore assessed as entering or developing in relation to the programme of study. They are given additional support to reach the expected level.

At a school level, summative assessment data enables leaders and class teachers to monitor the performance of individual pupils, cohorts and groups and enables governors and external audiences to identify strengths and areas for improvement.

Merton Abbey Primary analyses and shares summative data on a termly basis about:

- the proportion of pupils on-track to be at age-related expectations at the end of the year (in each year/class)
- the proportion of pupils making expected, or accelerated progress and
- the attainment and progress of pupil groups including disadvantaged pupils.

## Progress

The tracking approach is structured so that the most pupils move from 'entering' to 'developing' to 'secure' during the course of the year in a series of 'steps'. Moving one step per term would mean that a pupil is making good progress.

	Autumn Term	Spring Term	Summer Term
Y1	Entering (ARE in the Autumn term)	Developing (ARE in the Spring term)	Achieved (ARE at the end of the year)
Y2	Entering (ARE in the Autumn term)	Developing (ARE in the Spring term)	Achieved (ARE at the end of the year)
Y3	Entering (ARE in the Autumn term)	Developing (ARE in the Spring term)	Achieved (ARE at the end of the year)
Y4	Entering (ARE in the Autumn term)	Developing (ARE in the Spring term)	Achieved (ARE at the end of the year)
Y5	Entering (ARE in the Autumn term)	Developing (ARE in the Spring term)	Achieved (ARE at the end of the year)
Y6	Entering (ARE in the Autumn term)	Developing (ARE in the Spring term)	Achieved (ARE at the end of the year)

Similarly, a pupil who was working at greater depth at the end of a year group would make expected progress if they were also working at greater depth at the end of the next year.

Some pupils may make more than expected progress during the course of a year. This could be a pupil who has a low starting point and has made more than one step in a term so they have moved closer to, or reached, age related expectations.

Pupils who are working at greater depth will still be working on the content for their year group but will be taking it deeper and wider. This will not be reflected in an extra step in progress but will be seen in the work they are doing.

### **EYFS summative assessment**

EYFS staff informally monitor development and keep detailed records in the form of an electronic learning journal. The EYFS team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories – below, towards, expected and above within the appropriate 'Age and Stage' band for each individual child.

### **Moderation**

To ensure accuracy and consistency in the assessment judgements made by teachers across the school, moderation of reading, writing, maths and science takes place at regular intervals. Middle and senior leaders lead the moderation process so that we are confident that judgements are secure, accurate and consistent across the school. Moderation exercises among different groups of staff against an agreed 'standard' help to ensure judgements are robust. At Merton Abbey Primary we also plan for cross-school moderation, cluster moderation and LA moderation.

### **Target setting**

Within the first half-term, children are set challenging and aspirational end of year targets in reading, writing and maths. These targets are based upon:

- The children's achievement at the end of the previous year and

- The children's achievement at the end of the previous Key stage.

Any child who achieved ARE in the previous year group will be set a minimum target of ARE at the end of their new year group. Some children who achieved ARE will be set a target of achieving GDS. All children who achieved GDS at the end of their previous year group will be set a target of GDS. Some children who were working below ARE will be set a target of ARE to ensure that children are catching up.

Once individual targets have been set, the Assistant Head will review and challenge the targets by exploring them at a cohort level to ensure that:

- End of Key stage targets are at least in-line with last year's national averages;
- The % of children working at ARE+ will be greater than last year's %;
- All targets are above 70% in writing and close to, or above, 80% in reading and maths.

## **Nationally standardised summative assessment**

### **Foundation stage profile**

At the end of the Reception year, each child is assessed in relation to each of the 17 Early Learning Goals descriptors, (ELGs) together with a short narrative describing the child's ways of learning expressed in terms of the three characteristics of learning. For each ELG, practitioners will judge whether a child is meeting the level of development expected at the end of the Reception. The primary purpose is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

### **Year One phonics check**

Pupils in Year 1 take part in the phonics screening check in the summer term to determine whether all children have learned phonic decoding to an age-appropriate standard. It also identifies the pupils who did not meet the standard in Year 1, required to take part in the re-check at the end of Year 2.

### **End of Key Stage one**

The English reading and mathematics tests were previously mandatory, but they became **optional** from the academic year 2023 to 2024 to reduce the overall number of tests children have to take in primary school. Pupils are assessed at the end of Year 2 by either choosing to use the **optional KS1 tests or our internal NTS assessments** and **teacher assessment**.

### **End of Key Stage two**

Pupils are assessed at the end of Year 6 by **statutory tests** and **teacher assessments (for writing and science)** as identified in the table in Appendix 3. There are nationally set and externally marked tests based on the National Curriculum in maths, reading, grammar, punctuation and spelling. The results show pupil attainment on a scaled score centred round 100.

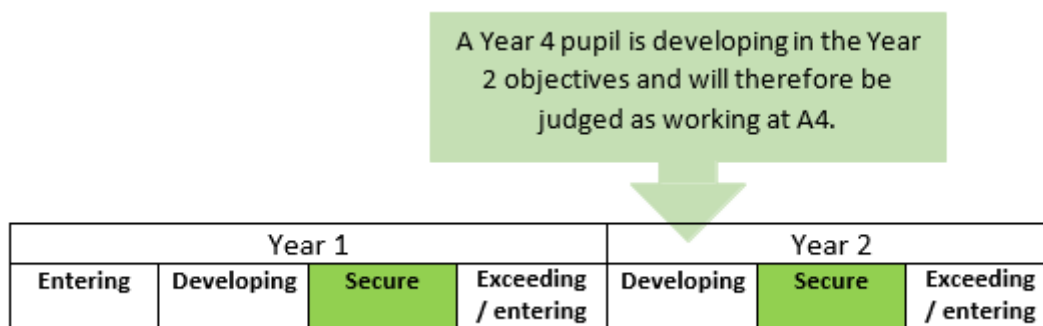
Standards at the end of the Key Stages 1 and 2 are exemplified in the performance descriptors for teacher assessments provided by the DfE/STA.

### 5. Assessment for pupils with Additional requirements

It is intended that assessment at Merton Abbey Primary provides teachers with the means to both assess and plan appropriately for all pupils. For those with additional requirements such as a **special educational need**, or for those who are learning **English as an additional language**, or for those who **attain highly**, the assessment criteria can be used to identify what a pupil knows and can do, as well as show what needs to be learnt next.

#### SEND

The majority of pupils, including pupils with special educational needs, will be working within the programme of study for their year group although some pupils may need additional support or modifications to help them access the curriculum. However, a few pupils may not be able to access the objectives from their year group and will have personalised targets taken from the objectives for a different year group to ensure that the provision meets their specific needs. A pupil working outside of their year group objectives may or may not be on the Code of Practice. This decision is dependent on whether the provision for that pupil is significantly different from what is provided for the rest of the class.



Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support. We follow the 'Assess, Plan, Do, Review' cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Ashleen White, our SENDCO, is available to provide advice to staff and families. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

#### Children working at greater depth

Pupils who are working at greater depth within a subject will receive additional challenge to move their learning forward. At Merton Abbey, we make an emphasis on pupils deepening their understanding of the content relevant to their year rather than moving on to the next year's

curriculum. This is reflected in the aims of the National Curriculum for Mathematics 2013 which state:

*'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.'*

### **Mathematics programmes of study**

In exceptional circumstances where a pupil may excel in a subject, it may be appropriate to introduce objectives from the next year. This would apply when a pupil demonstrates fluency and depth of understanding of the vast majority of statements in the appropriate year group Programmes of Study and is adept at applying, problem-solving and reasoning in maths. In English, such a pupil would show flair and creativity when selecting an approach and genre for a particular audience and purpose, within these objectives, across a range of subject areas.

#### **Provision mapping meetings**

At Merton Abbey, we hold termly provision mapping meetings with the Assistant Head teacher, SENDCO, class teachers and teaching assistants. These meetings are an opportunity to use formative and summative assessment information to discuss the learning of individual pupils and the year group/class as a whole.

During the meetings, attainment and progress are discussed and whole-class curriculum adaptations are agreed. In addition, interventions for individuals and groups of children are agreed.

Transition matrices (which compare prior attainment at the end of the previous key stage with current attainment) are used in the meetings to ensure that all children are on-track to achieve their expected standard at the end of the key stage.

The meetings also help subject leaders identify priorities for support and development. Senior leaders have an oversight of the achievement of pupils across the school.

### **6. Reports to parents**

At Merton Abbey Primary we meet parents termly and provide an end of year report. We focus on successes and strengths with regards to the curriculum the pupil have covered and where there needs to be further development. We inform parents whether their child is entering, developing, secure or exceeding their year group expectations at the end of each term. Providing them with details about the next steps their child needs to make.

### **7. Arrangements for governance, management and evaluation of assessment**

Merton Abbey Primary's assessment coordinator is responsible for monitoring the implementation of this policy.

School leaders analyse and plan action plans termly, according to the evaluation of the assessment data. This feeds into School Development Plans and termly goals for all year groups

and class teachers, who then plan further work, according to the needs of the children and what is required for them to progress. The whole school data information is shared with governors, all staff and the local authority.

Governors have termly feedback on assessment, informing them of whole school data, target setting, raise on line published data, analysis and planned action in response to the data.

## Appendix 1: Formative assessment strategies

Questioning	<ul style="list-style-type: none"> <li>• Assess pupils' starting points</li> <li>• Range of questions from literal to higher-order to develop understanding:             <ul style="list-style-type: none"> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> </li> <li>• Pupils asking questions of each other and the teacher</li> <li>• Probing questioning to reveal security, extent and depth of understanding</li> </ul>
Observing	<ul style="list-style-type: none"> <li>• Watching and listening to pupils' discussions and interactions</li> <li>• Planned observations and note-taking of identified pupils working on a particular task</li> </ul>
Discussing	<ul style="list-style-type: none"> <li>• Informal, impromptu discussions while pupils work</li> <li>• Discussions with pupils to identify misconceptions</li> <li>• Making plans for next steps, the need for more practice and to set targets</li> </ul>
Analysing	<ul style="list-style-type: none"> <li>• Marking written work, involving the pupils in the process so that misconceptions, successes and ways forward can be shared</li> <li>• A dialogue with pupils, either written or through discussion, about corrections needing to be made, achievement against learning intentions, planned next steps and further challenge</li> </ul>
Checking pupils' understanding	<ul style="list-style-type: none"> <li>• Recall tests to check pupils' speed of recall and security of key facts such as multiplication facts and spelling</li> <li>• Rich tasks designed to enable pupils to demonstrate the depth of their understanding</li> <li>• Probing questioning to reveal extent and depth of understanding</li> </ul>
Pupils as a part of the review process	<ul style="list-style-type: none"> <li>• Develop self and peer assessment where pupils determine what they know and can do, what they need to continue to practice and what their next steps are</li> </ul>

**Appendix 2: Optional National assessments at the end of Key stage 1**

	<b>Grammar, punctuation and spelling</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Science</b>
<b>Test</b>	Paper 1: Spelling Paper 2: Grammar, punctuation and vocabulary	Papers 1&2: Comprehension		Paper 1: Arithmetic Paper 2: Mathematical reasoning	
<b>Teacher Assessment</b>		Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment

**Evidence that could be used to make teacher assessments at Key Stage 1**

<b>Writing</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>
Across a range of genres Independently over time In other curriculum areas Assessment criteria records Tasks for Key Stage 1 test	Notes from 1:1 reading with the teacher and TA Guided reading records Book bands Task/test set for the end of Key Stage assessments Age scores Assessment criteria records Benchmarking records	Workbooks showing coverage of the Key Stage 2 curriculum over time Evidence across all areas Problem-solving/investigations recorded as photographs, diagrams, pupils' commentaries and annotations Notes made by teacher and TA In other curriculum areas e.g. science	Workbooks showing coverage of the Year 1 and 2 curriculum over time Investigations/practical work investigations recorded as photographs, annotations and notes

### Appendix 3: National assessments at the end of Key stage 2

	<b>Grammar, punctuation and spelling</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Science (sampling)</b>
<b>Test</b>	Paper 1: Grammar, punctuation and vocabulary Paper 2: Spelling	Paper 1		Paper 1: Arithmetic Paper 2: Mathematical reasoning	Paper b: biology Paper c: chemistry Paper p: physics
<b>Teacher Assessment</b>			Teacher Assessment		Teacher Assessment

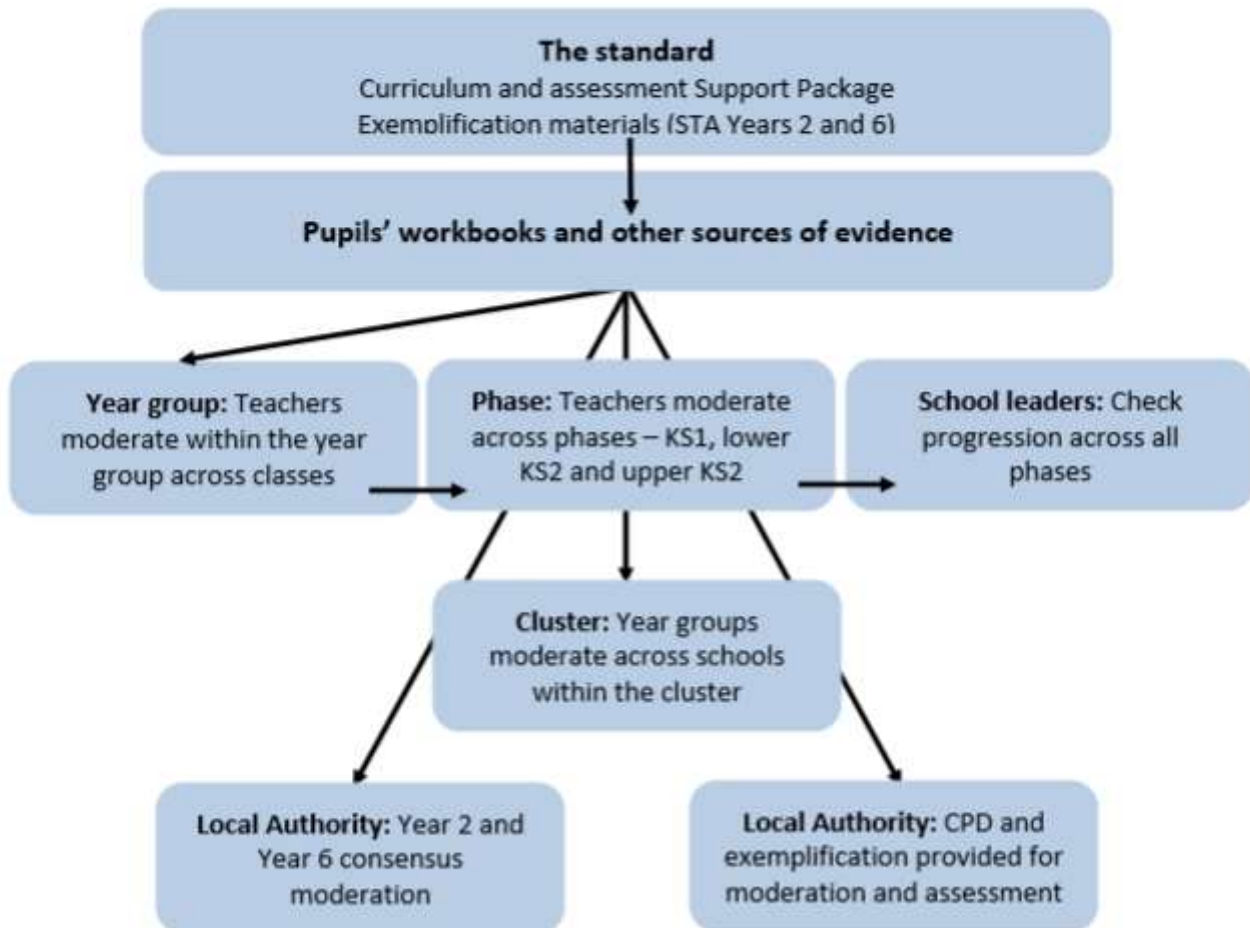
### Evidence that could be used to make teacher assessments at Key Stage 2

<b>Writing</b>	<b>Science</b>
Across a range of genres Independently over time In other curriculum areas Assessment criteria records	Workbooks showing coverage of the Key Stage 2 curriculum over time Investigations/practical work investigations recorded as photographs, annotations and notes

#### Appendix 4: How do we know a child has mastered or secured knowledge/skills?

- **Deep** learning that is **sustained** and not 'lost' over time- a change in *long-term memory*;
- Ability to **reason** about a concept;
- Ability to **make connections** to other concepts;
- Procedural and conceptual fluency;
- Ability to **build** on something already mastered;
- Application to **solve problems**

## Appendix 5: Moderation model for Merton Abbey Primary



## Appendix 5: Key questions following assessments

**For teachers:**

1. Which pupils are on track to reach ARE at the end of the year?
2. Which pupils need to make accelerated progress to reach ARE?
3. Which pupils have fallen behind and are not on track to reach ARE at the end of the year? What are your concerns?
4. Which pupils are exceeding? How are you addressing their needs?
5. Do you have evidence (pupils' workbooks, conversations, observations etc.) to show that these pupils (entering, developing, exceeding) have made progress?
6. Which pupils have you identified to receive intervention/targeted work next term? What should these pupils be able to do after they have received this provision?
7. What is the evidence of progress for pupils with SEND?

**For middle leaders:**

1. Which year groups/classes are attaining well?
2. Which year groups/classes are making good progress?
3. Does the evidence show these pupils are making progress?
4. Which year groups/classes are causing concern?
5. Have interventions made a difference? How do you know?
6. What actions will you now take as a subject/phase leader?

**For senior leaders:**

1. Where do we need to target additional provision? (e.g. intervention groups)
2. Where do we need to adapt provision in light of recent data?
3. Are we concerned about the quality of teaching? Do we need to target particular teachers/year groups to develop teaching in a particular area?
4. How will we present this to governors?