MURDISHAW WEST PRIMARY & NURSERY SCHOOL

ASSESSMENT POLICY

Autumn 2026

Policy Title	ASSESSMENT POLICY
School/HBC	Murdishaw West Primary & Nursery
Written by	J Phillips
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Signed by Chair of Governors	D Cox
Date	
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At **Murdishaw West Primary and Nursery School** we work together to **Collaborate, Achieve, Respect and Enjoy**. At Murdishaw West, we **CARE**.

Introduction

At Murdishaw West, we believe that effective assessment provides information that improves teaching and learning. We give our children regular feedback on their learning so that they understand what they need to do to improve.

Assessment enables our school to base lesson plans on a detailed knowledge of each pupil. We also provide parents and carers with regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Intent

Assessment in our school aims to:

- enable our children to demonstrate what they know, understand and can do in their work
- help our children understand what they need to do next to improve their work
- ensure our children have the skills to engage with assessment, promoting independent learning
- allow teachers to plan work that accurately reflects the needs of each child
- provide regular information for parents and carers that enables them to support their children's learning
- provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school

Implementation

We use our school's curriculum plan to guide our teaching and to give details of what is to be taught to each year group. Within our curriculum plan, we also identify opportunities for assessment within each broad unit of work.

We use relevant National Curriculum documents, related strategies and schemes of work to guide and support our teaching. We use the assessment guidance in these strategies to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate and sufficiently challenging for each child's level of ability.

We make note of any individual children who achieve above or below the expected level for the lesson, and we use this information when planning the next lesson. We also keep this information as a record of the attainment and progress made by the class. All assessment data is entered into the school's tracking system.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school, including:

- Support Plan meetings
- Progress Meetings with parents and carers
- the annual written report

We encourage parents and carers to contact the school if they have concerns about any aspect of their child's progress. Each term, we offer parents and carers of children with SEND the opportunity to meet with us.

During the summer term, we provide all parents and carers with a written report of their child's progress and achievements during the year.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We have an agreed code for marking, as set out in our **Teaching and Learning Policy**, to ensure that we all mark in the same way.

We aim to give all children verbal feedback on their work within a lesson. When lesson time does not allow for verbal feedback, we write comments on children's work when marking for feedback and assessment. We give written comments to children as appropriate.

When we give written feedback to a child, we relate this to the context label, making it clear whether the success criteria has been met. If we consider that the objective has not been met, we make clear why this was the case. In both cases, we identify what the child needs to do next in order to improve.

We encourage children to make constructive comments about their own work and the work of their peers. We encourage older pupils to be the first markers of some pieces of work.

We allow time for **DIRT** (*Dedicated Improvement and Reflection Time*) at the beginning of each lesson for children to reflect on and respond to comments. Children make amendments using their **Purple Pen of Power**.

Consistency

Teachers and subject leaders within school make judgements about the standards of children's work. All teachers moderate these standards with each other so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards across the school.

We moderate our assessment judgements with other schools to ensure that our judgements are accurate. Key year groups attend regular authority moderation meetings as an opportunity to ensure consistency of judgements with the local authority.

Impact

Assessment at Murdishaw West Primary and Nursery School is accurate and robust. It enables teachers to plan next steps effectively so that all children make rapid and sustained progress.

The Headteacher and Governors have accurate information that allows them to make secure judgements about the effectiveness of teaching and learning in the school and supports effective planning for whole-school improvement priorities.

	Term 1 - Autumn		Term 2 - Spring		Term 3 - Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Baseline Entry Assessment – first 6 weeks GLD tracker	ELS Phonics	ELS Phonics	ELS Phonics GLD tracker	ELS Phonics	ELS Phonics GLD tracker
	ALL subjects TA subject data drop to Insight Tracking ELS Phonics					
Year 1			Thrive Assessment			Phonics Screening NFER- Reading, GPS White Rose Maths Thrive Assessment
	ALL subjects TA subject data drop to Insight Tracking ELS Phonics					
Year 2			Reading Benchmarking above Level 6/Orange Thrive Assessment	Reading Benchmarking above Level 6/Orange NFER- Reading White Rose Maths	Reading Benchmarking above Level 6/Orange	Reading Benchmarking above Level 6/Orange Phonics Screening Key Stage One optional testing Thrive Assessment
	ALL subjects TA subject data drop to Insight Tracking					
Year 3	Reading Benchmarking above Level 6/Orange STAR Reader baseline	Reading Benchmarking above Level 6/Orange STAR Reader NFER – Reading, GPS White Rose Maths	Reading Benchmarking above Level 6/Orange STAR Reader Thrive Assessment	Reading Benchmarking above Level 6/Orange STAR Reader NFER – Reading, GPS White Rose Maths	Reading Benchmarking above Level 6/Orange STAR Reader	Reading Benchmarking above Level 6/Orange STAR Reader NFER – Reading, GPS White Rose Maths Thrive Assessment
	ALL subjects TA subject data drop to Insight Tracking					
Year 4	STAR Reader baseline	STAR Reader NFER – Reading, GPS White Rose Maths	STAR Reader Thrive Assessment	STAR Reader NFER – Reading, GPS White Rose Maths	STAR Reader	STAR Reader NFER – Reading, GPS White Rose Maths Multiplication Check Thrive Assessment
	ALL subjects TA subject data drop to Insight Tracking					
Year 5	STAR Reader baseline	STAR Reader NFER – Reading, GPS White Rose Maths	STAR Reader Thrive Assessment	STAR Reader NFER – Reading, GPS White Rose Maths	STAR Reader	STAR Reader NFER – Reading, GPS White Rose Maths Thrive Assessment
	ALL subjects TA subject data drop to Insight Tracking					
Year 6	STAR Reader baseline	STAR Reader NFER – Reading, GPS White Rose Maths	STAR Reader Thrive Assessment	STAR Reader NFER – Reading, GPS White Rose Maths	STAR Reader National KS2 SATs Testing & Writing Moderation	STAR Reader Thrive Assessment
	ALL subjects TA subject data drop to Insight Tracking					