



**MURDISHAW WEST COMMUNITY
PRIMARY SCHOOL**

ASSESSMENT POLICY

Autumn 2025

Policy Title	ASSESSMENT POLICY
School/HBC	School
Written by	J PHILLIPS/V Edwards
Staff Approval Date	
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Signed by Chair of Governors	D Cox
Date	
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At Murdishaw West Community Primary 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 to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better to improve. Assessment allows our school to base lesson plans on a detailed knowledge of each pupil. We give parents

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:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to ensure our children have the skills to engage with assessment, promoting independent learning.
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their children's learning;
- to 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. In our school 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. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to challenge each child's level of ability. We make a note of those individual children who achieve above or below the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the attainment and progress made by the class and all assessment data is entered into the school's tracking system.

Reporting to Parents/Carers

We have a range of strategies that keep parents/carers fully informed of their child's progress in school (Support Plan meetings, Progress Meetings with parents/carers and the annual written report). We encourage parents/carers to contact the school if they have concerns about any aspect of their child's progress. Each term we offer parents/carers of children with SEND the opportunity to meet with us. During the summer term, we give all parents/carers 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 (see Marking and Feedback Policy) as this ensures 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 the 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 the children to make constructive comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work. We allow DIRT (Dedicated Improvement and Reflection Time) time at the beginning of each lesson for the children to reflect and respond to any comments. Children make amendments with their Purple Pen of Power.

Consistency

Teachers and Subject Leaders within school make judgements about the standards of the children's work. All our 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 in the school. We moderate our assessment judgements with other schools to ensure 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 Community Primary school is accurate and robust. It enables teachers to plan next steps effectively for all children to 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 enables 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					