

Assessment Policy

Approval Date: September 2025

This policy will be reviewed on a regular basis and updated as necessary.

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Statement of Intent:

At The Devonshire Hill Nursery & Primary School we believe assessment to be an important part of the day-to-day management of the school. Because of this we share the belief that the consistent and constant use of assessment should:

- ★ Enable teachers to pitch relevant, precise work that allows pupils to flourish and progress to and above national standards.
- ★ Allow teachers to give effective feedback on where pupils are academically and where they need to progress to next.
- ★ Allow pupils to work to specific, individualised targets so they are able to progress at all times in all subjects and access the National Curriculum.
- ★ Give pupils a platform to take ownership of their own learning ensuring they self-assess and do not rely on adult intervention.
- ★ Inform planning so that lessons are correctly pitched and resourced, but can also be adapted in real time, to suit the needs of all pupils.
- ★ Ensure that key groups of children are identified, tracked and provided with intervention, where necessary, to help diminish the difference.
- ★ Enable us to report clear, concise information to parents, governors, Local Authority (LA) and the Department For Education (DFE)
- ★ Allow us to benchmark the schools performances against local and national standards.
- ★ Help provide information that will inform whole school evaluation, strategic planning and whole school professional developmental needs.



Assessment

At The Devonshire Hill Nursery & Primary School we assess pupils through Formative and Summative Assessments:

Formative Assessment

Formative assessment is a continuous and dynamic process that tracks children's learning progress, informs future teaching strategies, and supports tailored learning experiences. It enables teachers and subject leaders to set personalised targets that respond to each child's individual needs. This approach is embedded in everyday classroom practice through ongoing questioning and feedback, which encourages deeper thinking and reflection.

Pupils are supported in becoming reflective learners who are able to review and refine their work. Regular teacher interactions, focused on open-ended questions, provide constructive feedback that promotes independence and critical thinking.

Our formative assessment strategies include:

- **Open-ended questioning** – These are used to promote deeper understanding, make connections across subjects, and link new learning to prior knowledge.
- **Verbal feedback** – Interactive and supportive dialogue helps guide, challenge, and encourage pupils in real time.
- **Written feedback** – Teachers use red pens to highlight achievements and next steps, which pupils respond to using a green pen to reflect on and act upon the advice.
- **Visible success criteria** – Learning objectives are clearly displayed throughout lessons, helping pupils remain focused and reflective during their work.

Summative Assessment

We use summative assessments, which are test-based, to support our ongoing evaluation of pupils' progress. These assessments help give a clearer picture of each child's learning. Some of the ways children are assessed may include:

- ★ **Weekly spelling quizzes:** These include spellings suitable for each age group.
- ★ **Weekly arithmetic/times-tables quizzes:** These are for children in KS2 to assess learning.
- ★ **Termly Maths Tests** to assess pupil progress.
- ★ **Termly English Tests** to assess pupils reading, fluency and expression and comprehension skills.
- ★ **Termly practice SATs papers (Year 6):** These use past papers to help gauge current achievement and prepare pupils for their end of year SATs by familiarising them with the format and expectations.
- ★ **Half-termly writing tasks:** Pupils complete writing pieces in English that demonstrate their current writing ability. These are recorded in writing books and demonstrate the progress pupils have made in an academic year.
- ★ **Year 1 Phonics Screening:** Held during the summer term, this test checks how well pupils can use their phonics skills to read both real and made-up words.
- ★ **Year 4 Multiplication Tables Check (MTC):** Assesses pupil's fluency with times tables and multiplication facts.
- ★ **Year 6 SATs:** These tests take place in the summer term.
- ★ **Reception Baseline Assessments:** Taken at the beginning of Reception to evaluate where pupils are in English and maths. Additional baseline checks are carried out across all learning areas to ensure children are on track to meet year-end goals. This information also helps identify students who may need extra support and informs future teaching strategies.



Pupil Progress Meetings

Pupil progress meetings are held every term. Class teachers will meet with the Headteacher and/or deputy headteacher to talk through their class data and how the children are progressing. Focus groups in these sessions are:

- ★ Pupil Premium Children (PP)
- ★ More Able (MA)
- ★ Mid Phase Admissions
- ★ Lowest 20%
- ★ English as an Additional Language (EAL)
- ★ Special educational needs (SEN)
- ★ Safeguarding concerns
- ★ Pupils who have made very little progress

There will also be focuses linked to the school's Key Priorities. Teachers will need to be able to justify their assessments of the children explaining how they will help children who are not on track. It will be an open discussion with the deputy headteacher who will help suggest strategies and techniques to support under achieving pupils.

Leadership Team (LT) and Curriculum Leaders/Champions

At The Devonshire Hill Nursery & Primary School, we set very high standards for our pupils, and our leadership teams are committed to maintaining these expectations. To support this, members of the Senior Leadership Team engage in regular cycles of reflection. This process will involve analysing data, reviewing books and planning, conducting lesson observations, and speaking with pupils. Subject leaders will use the assessment platform Juniper to track subject-specific trends and identify both strengths and areas needing improvement. Each term, pupil progress review meetings and assessment reports will evaluate these reflections, and leaders will be challenged to think of how they will further their subject development.

Juniper

Teachers will continually monitor and assess pupils' progress, inputting data into Juniper, our school's assessment tool. Formative assessments will be added weekly and Summative assessments key points during the academic year, at least termly. This data helps teachers determine each child's overall attainment. Pupils will be assessed against year group expectations and categorised as one of the following:

- ★ **Working Towards** –currently working below age related expectations
- ★ **Age Expected** –currently working at age related expectations.
- ★ **Greater Depth** –currently working above age related expectations.

NB : The school is migrating to Arbor as our school Management Information System (MIS) and will be migrating to the Arbor Assessment/tracking software.

