St Hilda's Moorland Federation
ASSESSMENT POLICY

Effective Date:	May 2025
Date Due for Review:	Summer Term 2028
Approved By:	St Hilda's Moorland Federation Governing Body
Approval Date:	13th May 2025
Signed by Chair of Governors	Matthew White

> Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST
Trust in the Lord and do good. *Psalm 37.3*

FRIENDSHIP
How good and pleasant it is when God's people live together in unity *Psalm 135.1*

RESPECT
In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Our vision for assessment At St Hilda's Moorland Federation

We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. Assessment is a continuous and integral part of teaching and learning. It enables us to understand each child's progress, inform planning, and ensure teaching is matched to pupils' needs. We use a combination of formative and summative assessment to track how well children are learning and retaining knowledge over time, while recognising that progress is not always linear. Assessment is used diagnostically to identify next steps, guide interventions, and support all children to achieve their potential.

Children are actively involved in reviewing their learning, and parents are regularly informed about progress. This shared responsibility helps us to raise standards and ensure success for every child. By encouraging children to reflect on their learning, we help them to know more and remember more over time, building secure foundations for future learning.

At St Hilda's Moorland Federation, we use a range of methods of assessments:

a) **Day-to-day Formative Assessment**

b) **Summative Assessment**

c) **National Statutory Assessment**

a) **Day-to-day Formative Assessment**

Day-to-Day-to-day formative assessment is a continuous process that plays a central role in teaching and learning at St Hilda's Moorland Federation. It involves regularly gathering evidence of pupils' understanding to inform immediate and future teaching. This type of assessment is crucial for identifying when pupils need support, when they have secured key concepts, and when they are ready to move on. It also helps teachers reflect on the effectiveness of their teaching and adapt their planning accordingly. At St Hilda's Moorland Federation, formative assessment is embedded in everyday practice through a range of strategies, including reviewing pupils' work, think-pair-share work, using low-stakes quizzes, success criteria checklists, encouraging self and peer assessment, and—most importantly—engaging in frequent verbal feedback with children to clarify thinking, address misconceptions and guide next steps.

b) **In-school summative assessment**

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for pupils and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress. Summative assessments will also be used by school leaders to monitor the performance of pupil cohorts and groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. A range of 'in-school-summative assessments' will be used (see table below).

In-school summative assessment	When in the year the assessment occurs	Year groups	Where assessment is recorded
Phonics assessments using Read, Write Inc. assessment criteria	Termly	Years R-2 (plus select children in Years 3-6)	Securely stored in the school's central assessment Drive.
RWI scheme level	Termly	Years R-2 (plus select children in Years 3-6)	Securely stored in the school's central assessment Drive.
Practice phonics screening check	April and May	Year 1 (and Year 2 retakes)	Securely stored in the school's central assessment Drive.

PIRA Reading tests	Termly	Years 1-6	Securely stored in the school's central assessment Drive.
PUMA Maths tests	Termly	Years 1-6	Securely stored in the school's central assessment Drive.
GAPS (Grammar, spelling and punctuation) tests	Termly	Years 1-6	Securely stored in the school's central assessment Drive.
Weekly spelling tests	Throughout the year	Years 1-6	Teachers' own records

Data Analysis

The above teacher assessment data is analysed every term and will look for trends and identify areas of strength, improvement or those requiring development. Data analysis of pupils in vulnerable groups (e.g. Pupil Premium and SEN) will be given more attention by school leaders. All data analysis is shared with year group teams and Governors.

c) National Statutory Assessment

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too.

Early Years Foundation Stage (EYFS)

As part of the statutory requirements of the EYFS framework, all children in Reception undertake the Reception Baseline Assessment within the first six weeks of joining the school. This assessment is used to measure your child's starting point in key areas of learning, helping to inform future teaching and track progress over time. The framework also specifies that teachers must carry out the EYFS Profile Assessment in the final term of the academic year.

The EYFS Profile Assessment provides a reliable, valid, and accurate measure of each child's development against the Early Learning Goals (ELGs). It informs parents about their child's progress in relation to the ELGs and the characteristics of their learning. It also supports a smooth transition to Key Stage 1 by providing essential information for professional dialogue. In addition, it helps Year 1 teachers to plan an effective and responsive curriculum that is tailored to the needs of the children.

Year 1 phonics screening check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by our Key Stage 1 teacher. The phonics screening check is a short assessment of phonic decoding. Results for each pupil are included within their Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can retake the phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test.

Multiplication Tables Check

The purpose of the Year 4 Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support.

Key Stage 2 SATs

Children in Year 6, at the end of Key Stage 2, will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

Below is a summary of the statutory assessments that are completed in chronological order:

National statutory assessment	When in the year the assessment occurs	Year groups	Where assessment is recorded
Reception baseline assessment	September	Year R	Submitted to the Department for Education
KS2 SATS	May	Year 6	Submitted to the Department for Education
Phonics screening check	June	Year 1	Submitted to the Local Authority
Multiplication Tables Check	June	Year 4	Submitted to the Department for Education
EYFS Profile assessment	June	Year R	Submitted to the Department for Education

Moderation at St Hilda's Moorland Federation

At St Hilda's Moorland Federation, we value the professional dialogue that comes from moderation. Creating a culture where staff feel confident in their judgements and are open to reflection and discussion is central to ensuring robust and accurate assessment across the school.

All our teachers take part in regular moderation meetings, both within our own federation and through external networks. These sessions help develop a shared understanding of standards and expectations in the core subjects, ensuring consistency across classes and key stages.

During moderation, teachers bring a carefully chosen selection of work from children's books to share and discuss within year group teams. This process not only deepens our collective understanding of the National Curriculum requirements but also provides a platform for meaningful, professional conversations about the progress and achievements of our children.

Moderation is not just about checking judgements—it is about building teacher confidence, encouraging professional curiosity, and ensuring that every child at St Hilda's Moorland Federation receives high-quality, accurately pitched teaching and learning.

Knowledge Mind Maps in Science and Foundation Subjects

In Science, RE, Computing and other and Foundation Subjects, Knowledge Mind Maps (Appendix 3) are used as a tool to assess what children already know, what they have learned during the current topic, and how much they have retained from previous lessons. These mind maps help to visualise and consolidate learning, providing a way for both teachers and pupils to track progress. In Key Stage 2, each pupil keeps an individual knowledge mind map, which is regularly updated throughout the topic. This allows pupils to reflect on their learning, and teachers can monitor how well concepts are understood and retained.

In Key Stage 1 (KS1), feedback about what children know and have learned is provided to the teacher. The teacher then records this information in the form of a knowledge mind map, which helps to capture and reflect the children's progress in a more structured way. The use of these mind maps ensures that learning is tracked over time and that the connections between previous knowledge and new content are made clear.

Additionally, Subject Knowledge Organisers are used for each topic, which feature a Remember and Recall section. This section encourages pupils to revisit and recall prior knowledge, reinforcing their understanding of key concepts. By integrating these strategies, pupils are supported in making connections between what they have learned and what they are currently studying, which fosters long-term retention and a deeper understanding of the subject matter.

Assessment Systems Across the Curriculum

Maths

- Success criteria are used during lessons. In Key Stage 1 (KS1), these are ticked if achieved or dotted if not yet achieved. A colour block at the top of KS1 maths work indicates how the child felt about the level of difficulty during the lesson.

- In Key Stage 2, a Traffic Light Reflection System is used for success criteria:

    - Green – I understood it well and I am confident in my understanding.

    - Amber – I had a go and understood some parts, but needed a little help.

    - Red – I found it difficult and needed help to take part.

- Dot and tick marking is used in maths, and green pencil is used to identify extension activities.

- White Rose Maths end-of-unit assessments are used regularly to assess understanding of the content taught and to inform planning for future learning.

- PUMA tests will be used termly. The Hodder Scales will be used to show whether children have made expected progress from their previous scores. Maths Ages and Age Standardised Scores will also be used to demonstrate progress. A professional judgement using a traffic light system will be applied to record attainment:

    - *Working Towards*, *Emerging*, *Expected*, and *Exceeding.*

Reading

- In KS1, early reading assessments are completed every half term and are delivered by the class teacher.

- In KS2, teacher judgement banding is used for reading.

- PIRA reading tests will be used termly. The Hodder Scales will show if children have made expected progress from their last score. Reading Ages and Age Standardised Scores will also be used to measure progress. A traffic light system will indicate attainment: working towards, emerging, expected, and exceeding.

Writing

- Writing assessment is carried out using Age-Related Expectations (ARE) checklists after each unit of writing for Years 1 to 6 (Appendix 2).

- In Year 1, this will predominantly be supported by the Read Write Inc. Get Writing scheme, so large independent pieces of writing may differ.

SPAG

- GAPS tests will be used termly. The Hodder Scales will show if children have made expected progress from their last score. Standardised scores will also be used to show progress. Spelling ages are determined through standardised assessments and tracked over time to identify development and any areas for intervention. A traffic light system will indicate attainment: working towards, emerging, expected, and exceeding.

Science and Foundation Subjects

- Assessment boxes found on Medium Term Planning will be annotated by the teacher to reflect progress and coverage after each lesson. Knowledge mind maps are checked and monitored throughout the topic to assess children's understanding, support retrieval, and ensure they are knowing more and remembering more over time.

RE

- In KS1, success criteria are ticked if achieved and dotted if not. In KS2, success criteria are colour coded to indicate the level of understanding demonstrated by the child.

- Assessment boxes on MTPs are used to evaluate learning outcomes after each lesson, indicating whether children are working towards, working at, or working at greater depth.

- This assessment approach is consistent with that used in other curriculum subjects.

Appendix 1: Roles and Responsibilities of Stakeholders in Assessment

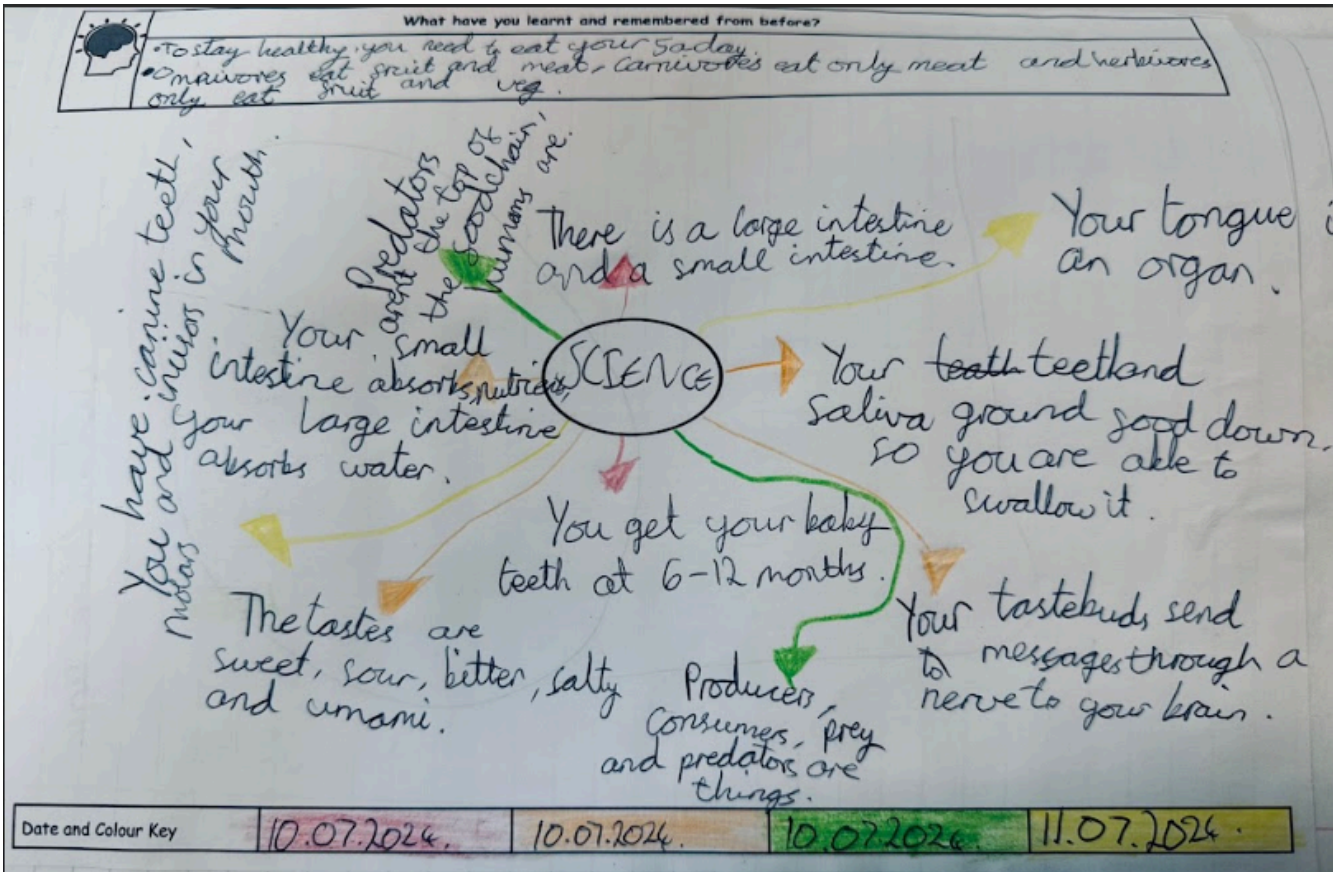| Stakeholder	Roles and Responsibilities
Teachers:	● Use formative and summative assessment to inform planning, teaching, target setting, and interventions. ● Ensure support staff are aware of pupils' needs and targets. ● Value and incorporate support staff observations in planning and teaching. ● Provide opportunities for support staff to give verbal and written feedback. ● Encourage pupils to evaluate their own and others' work to recognise improvement. ● Respond to pupils during and after learning tasks. ● Undertake regular and thorough assessments. ● Keep accurate assessment records. ● Complete assessment data by agreed deadlines. ● Link assessment to Learning Ladders within medium-term planning. ● Engage in book scrutiny and moderation at least twice per year. ● Provide regular progress feedback to parents via Parent Evenings and Annual Reports.
Children:	● Participate in self- and peer-assessment to identify areas for improvement (see Marking Policy – Appendix 2). ● Reflect on their work and respond to feedback. ● Engage in discussions about next learning steps. ● Help set and work towards challenging personal targets.
Parents:	● Raise concerns with the class teacher. ● Receive regular updates on their child's progress. ● Attend Parent Evenings and receive Annual Reports. ● Support their child's learning positively at home.
Governors:	● Interpret assessment data to support school self-evaluation and improvement. ● Review statutory data (e.g., IDSR) and internal data. ● Monitor pupil progress termly. ● Work with the Headteacher to monitor whole-school progress.
Headteacher:	● Ensure compliance with statutory assessment requirements. ● Hold staff accountable for pupil progress and target setting. ● Moderate assessments and provide data analysis to staff and governors. ● Keep the Governing Body informed about assessment arrangements. ● Ensure staff are trained for statutory assessment duties.
SENCO:	● Use assessments to inform Personal Learning Plans (PLPs) and support needs. ● Use assessment to guide placement on the SEND register. ● Use data to inform intervention decisions.

Appendix 2

Age-Related Expectations (ARE) Checklists Example

Year 2 Writing Assessment

Name:	Piece 1	Piece 2	Piece 3	Piece 4
Transcription – Spelling				
I can segment spoken words into phonemes and represent these with graphemes.				
I can spell most common exception words correctly (e.g. because, beautiful, find, behind).				
I can spell words with contracted forms (e.g. didn't, couldn't).				
I can spell words ending in –ment, –ness, –ful, –less, –ly.				
I use the possessive apostrophe correctly in singular nouns (e.g. the girl's book).				
I can add suffixes –ed, –er, –est, –ing and –y to root words.				
I can spell words with the /ʒ/ sound spelled 's' (e.g. television).				
Transcription – Handwriting				
I form lower-case letters correctly and of the right size.				
I use capital letters and digits of the correct size and orientation.				
I leave spaces between words.				
I begin to join some letters using diagonal and horizontal strokes.				
Composition				
I write for different purposes (e.g. stories, recounts, instructions, poems).				
I plan what I want to write by saying it out loud and discussing ideas.				
I write down ideas using key vocabulary and phrases.				
I write simple narratives with a clear sequence of events.				
I write about real events using appropriate detail.				
I re-read my writing to check it makes sense and edit where needed.				
Vocabulary, Grammar and Punctuation				
I use full stops, capital letters, question marks and exclamation marks accurately.				
I use commas in a list.				
I use apostrophes for possession and contractions correctly.				
I use expanded noun phrases for description and detail (e.g. the blue butterfly).				
I use the present and past tense correctly and consistently.				
I use co-ordination (e.g. and, but, or). I use subordination (e.g. when, if, that, because).				
I use capital letters for proper nouns (names of people, places, days of the week).				
I use adjectives, verbs and adverbs to make my writing more interesting.				

Appendix 3

Subject Knowledge Mind Map Example

St Hilda's Moorland Federation

Marking and Feedback Policy

Effective Date:	
Date Due for Review:	
Approved By:	Governing Body
Approval Date:	

Our vision for marking and feedback At St Hilda's Moorland Federation

This policy reflects the values and vision of St Hilda's Moorland Federation in providing meaningful feedback to our children about their learning. At the heart of our approach is our vision to help children live life to the full, fostering an environment where every child can thrive and reach their full potential. This policy is for all teachers and learning support assistants involved in delivering feedback to our children, as well as to inform parents and carers about our assessment for learning practices. It also outlines how children are actively involved in their own learning journey. The policy clarifies our stance on the marking of children's work, ensuring that feedback is constructive, supportive, and contributes to the holistic development of each child, in line with our ethos of living life to the full.

Feedback in the classroom is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies. It is designed to empower children to take responsibility for improving their work. Feedback should be clear, constructive, and focused on the next steps for improvement. It is an integral part of the school's wider assessment processes, aimed at providing an appropriate level of challenge in lessons, enabling pupils to make good progress. Feedback can take various forms, including spoken or written marking, peer-marking, and self-assessment.

At St Hilda's Moorland Federation, we recognise that verbal feedback is just as valuable as written feedback, and we do not place greater emphasis on one over the other.

We believe that the quality of feedback is far more important than its quantity, and it should always be linked to specific learning objectives and outcomes, supporting pupils in their journey of continuous improvement.

Purpose of Feedback

Feedback and marking should:

- **Engage** children in their learning, encouraging responsibility and improvement.

- **Enhance** motivation and self-esteem through praise and recognition.

- **Stimulate** curiosity and active participation.

- **Focus on progress**, helping pupils improve both their work and learning strategies.

- Provide **clear strategies** for improvement that are actionable and measurable.

- Allow time for **reflection**, enabling deeper engagement with feedback.

- Support **teacher workload**, ensuring feedback is purposeful without overwhelming staff.

- Align with **learning intentions**, ensuring relevance and clarity.

Feedback and marking in practice

"Communication – the human connection – is the key to personal success."

– Paul J. Meyer

Feedback at St Hilda's can take various forms, including verbal, written, peer, and self-assessment. We value both verbal and written feedback equally, prioritising quality over quantity. Feedback will be provided at three stages of the learning process:

1. **Immediate Feedback**: Given during lessons to guide learning.

2. **Summary Feedback**: Provided at the end of a lesson or task.

3. **Review Feedback**: Given away from the point of teaching, such as written comments.

The focus is on immediate feedback, as it is most effective, particularly for younger pupils. All work will be acknowledged, with written comments in green pen modelling presentation expectations (e.g., handwriting, ruler use).

Department for Education Principles (2016)

Our approach aligns with the DfE's three principles of effective marking:

1. **Meaningful**: Marking varies based on the pupil's needs, age, and subject, and should inform future teaching.

2. **Manageable**: Marking should be proportionate and time-effective, balancing teacher workload.

3. **Motivating**: Feedback should inspire progress, with concise and challenging comments when necessary.

In line with the report, we are committed to ensuring marking practices that truly support pupil outcomes without burdening teachers.

Formative Verbal Feedback: Supporting Pupil Outcomes

Formative verbal feedback plays a crucial role in supporting pupil outcomes at St Hilda's Moorland Federation. By providing immediate, tailored responses to students' work, verbal feedback helps clarify learning objectives, reinforce concepts, and guide students towards improvement. It fosters a supportive learning environment where pupils feel encouraged to engage with their learning process, ask questions, and reflect on their understanding. Everyone at St Hilda's Moorland Federation (Appendix 1) uses formative verbal feedback not only to celebrate successes but also to highlight areas for development, ensuring that each child receives constructive guidance aligned with their individual needs. This ongoing dialogue supports the growth of critical thinking skills, encourages self-assessment, and promotes a growth mindset. By emphasising formative verbal feedback, St Hilda's Moorland Federation ensures that pupils are consistently challenged and supported, leading to improved outcomes and a deeper understanding of the curriculum.

Recognition, Feedback, and Marking Practices

This marking policy is underpinned by a strong belief in the power of positive reinforcement and meaningful feedback to support children's development and motivation. Praise and encouragement are woven into every lesson, helping to build confidence and a love of learning. Teachers will use verbal praise consistently to motivate children and acknowledge their efforts in the moment. Written feedback, provided in green pen, will reinforce progress and celebrate achievement, with careful consideration given to the child's presentation, content, and application to the task. Comments will aim to reflect all aspects of the child's work and guide next steps where appropriate. Children's successes will also be recognised more publicly—for instance, through the awarding of sticker stamps, house points, and special mentions such as Merit or Reader of the Week during Collective Worship. Exceptional work may be shared with other teachers or classes, and outstanding contributions will be acknowledged with a Headteacher's sticker. These methods work together to create a culture where effort and achievement are noticed, valued, and celebrated. All marking will follow the agreed marking code (see Appendix 2), ensuring consistency and clarity across the school.

Appendix 1

Roles and Responsibilities of Teachers, Children, Parents, and Governors

Stakeholder	Roles and Responsibilities
Teachers will:	- Endeavour to mark work in partnership with the child when opportunities arise, ensuring that the feedback process is collaborative and supportive, helping students to understand their learning journey. - Take into account the needs and abilities of each individual child before making comments, ensuring feedback is tailored and appropriate for each student's level of understanding and development. - Use written and verbal comments to provide a positive response and an area to develop, highlighting strengths and offering constructive suggestions for improvement. - Where possible, indicate key criteria for marking prior to the child carrying out the work, giving students clear expectations and guidelines to help them succeed. - Encourage self-correction where appropriate, fostering independence and self-reflection in the learning process.
Children will:	- Work alongside the teachers to discuss and mark their own work wherever possible, fostering a sense of ownership and responsibility for their learning. - Self-correct using one straight line to cross out and rewrite the correction/insertion above. This encourages precision and accountability in their work. - Be encouraged to re-read, check, re-draft, and edit their work, enabling self-correction and fostering growth through reflection and revision. - Respond positively to teachers' verbal and written comments, using feedback to improve their work and continue progressing. - Use the house points system in the junior class to motivate and reward positive behaviour and effort. - On frequent occasions, be encouraged to mark collaboratively using Appendix 1, developing teamwork and collaborative learning. - Use a purple pencil when peer marking and a green pencil when self-marking to differentiate between types of feedback and maintain consistency.
Parents will:	Be informed of outstanding achievements and the assessment policy to understand their child's progress and the criteria for success. Be informed if marking has indicated particular consistent difficulties for individual children, allowing for early intervention and support. Be encouraged to praise their children and work on areas of development, fostering a partnership between home and school in supporting the child's learning and growth.
Governors will:	Monitor the use of the marking and feedback policy as part of their monitoring and observations, ensuring that the policy is being followed consistently and effectively across the school.

By working together we can ensure that feedback and marking processes are meaningful, supportive, and contribute positively to the learning environment.

Appendix 2

Marking Symbols and meanings:

Ⓟ	*A 'P' in a circle means that punctuation is either incorrect or missing. It is a prompt for the child to check and improve their punctuation in that part of their work.*
→	A green arrow indicates that an extension question has been given or further work is needed. It highlights an area for development to help move the child's learning forward.
Underline	An underlined word shows that it is spelled incorrectly. In literacy books, children will be asked to rewrite the correct spelling themselves. In foundation subject books, the correct spelling will be written for the child in the margin.

Ⓥ	A 'V' in a circle indicates that the child has given verbal feedback to the teacher. This shows that the child has reflected on their learning and discussed their work during the marking process.
Ⓐ	Assessment – This piece of work has been used for assessment and has been completed with any support or teacher input. It will be highlighted rather than 'marked'.
Ⓣ	These groups have been adult led. Books may have been annotated during the session and feedback will have been predominantly verbal. No further marking will be required.