



Leigh Academy Hundred of Hoo Primary Assessment Policy

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Introduction

At Leigh Academy Hundred of Hoo Primary, we view assessment as a crucial tool that not only measures student achievement but also promotes learning and personal growth. We believe that assessment should support the learning process by providing feedback, identifying learning gaps, and encouraging reflection. This policy outlines the ways in which our assessment practices align with both the International Baccalaureate (IB) Primary Years Programme (PYP) philosophy and the educational standards required in the UK. Through consistent and meaningful assessment, we strive to foster a learning environment that encourages all students to reach their full potential.

Purpose of Assessment

The primary purpose of assessment at Leigh Academy Hundred of Hoo Primary is to enhance student learning. Assessment plays a key role in:

- Providing continuous and constructive feedback to both students and teachers.
- Supporting the development of inquiry, thinking and communication skills.
- Encouraging students to reflect on their learning and set personal goals.
- Ensuring fairness and transparency in reporting student progress to all stakeholders.
- Aligning with both the principles of the IB PYP and local educational regulations.

Assessment is not simply a measurement tool but a process that actively supports student development by providing ongoing insights into their learning journey.

Clarke 2012 defines effective assessment as having seven characteristics outlined below;

1. **Authentic:** It supports making connections to the real world to promote student engagement.
2. **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
3. **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.



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4. **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
5. **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
6. **Interactive:** Assessment encompasses ongoing and interactive dialogues about learning.
7. **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

With this in mind, we have structured our assessment processes to take account of these features and therefore significant focus is given to our mechanisms for feedback.

Types of Assessment

We use a variety of assessment methods to cater to the diverse needs of our students and to support their learning in a balanced way:

- **Formative Assessment:** These assessments are conducted during the learning process and serve to inform instruction. They include activities such as classroom observations, quizzes, group work, and peer feedback. Formative assessment allows for real-time adjustments in teaching and provides students with immediate feedback to guide their progress.
- **Summative Assessment:** These assessments evaluate student learning at the end of a unit or term. Examples include written tests, final projects and presentations. Summative assessments provide a comprehensive view of what students have learned and their ability to apply their knowledge.
- **Diagnostic Assessment:** Conducted at the beginning of each unit, diagnostic assessments help identify prior knowledge and skills, enabling teachers to tailor their lessons to meet the needs of the class.
- **Peer and Self-Assessment:** These assessments encourage students to reflect on their own work and that of their peers. Through self-assessment and peer feedback, students develop critical thinking skills and become more engaged in their own learning process.
- **External Assessment:** In alignment with IB PYP regulations, certain assessments may be required at an international level. These assessments ensure consistency across schools and provide an objective measure of student progress.

Alignment with IB Philosophy

Leigh Academy Hundred of Hoo Primary's assessment practices are firmly rooted in the IB PYP philosophy, which emphasises inquiry-based, student-centered learning. Our assessments are designed to:

- Promote deep, conceptual understanding by encouraging students to explore big ideas and make connections across subjects.



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- Allow students to demonstrate their learning in diverse and meaningful ways, enabling them to showcase their knowledge through a variety of formats.
- Provide constructive feedback that is timely, clear, and focused on growth, in line with the IB's approach to continuous learning.
- Support the development of the IB Learner Profile, ensuring that students become thinkers, communicators, and responsible learners who take ownership of their learning.

By integrating these principles, our assessment practices aim to nurture students who are not only academically successful but also engaged, reflective and lifelong learners.

Roles and Responsibilities

Effective assessment relies on the active participation of the entire school community, including students, teachers, parents, and leadership. Each group has a clear role in ensuring the success of the assessment process:

- **School Leadership:** The leadership team is responsible for ensuring the consistent implementation of the assessment policy across all year groups. They monitor the effectiveness of the policy and its alignment with both IB PYP standards and local regulations, making necessary adjustments when required.
- **Teachers:** Teachers play a central role in administering assessments. They ensure that assessments are fair, equitable, and aligned with the learning objectives. Teachers also provide timely, constructive feedback and use assessment data to adjust teaching strategies.
- **Students:** Students are active participants in the assessment process. They engage in self-assessment, use feedback to improve their learning, and set goals for their personal development. By reflecting on their progress, students take ownership of their learning.
- **Parents:** Parents support the assessment process by staying informed about assessment methods and their child's progress. They actively engage in discussions with teachers during parent-teacher conferences and work together with the school to support their child's learning.

Assessment Procedures

To ensure transparency and consistency, our school follows a clear set of procedures for planning, conducting, and reporting assessments:

- **Planning and Scheduling:** Assessments are planned at the start of each academic term. Teachers ensure a balance between formative and summative assessments and inform students well in advance about the upcoming assessments to allow sufficient preparation time.
- **Recording and Reporting:** Assessment data is recorded in a secure, online system that allows both teachers and parents to track student progress. Summative assessment results are communicated to parents through formal reports, while formative feedback is shared informally during lessons.



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- **Appeals Process:** If there are concerns about the fairness or accuracy of an assessment, students and parents can follow a transparent process to submit an appeal. The school ensures that any concerns are addressed promptly and fairly.

Feedback and Reporting

Feedback is an essential component of our assessment practices. It is provided regularly and tailored to individual student needs:

- **Formative Feedback:** Given during lessons, formative feedback helps students understand their strengths and areas for improvement. Teachers offer guidance on how students can move forward in their learning.
- **Summative Feedback:** After formal assessments, students receive feedback to help them understand their performance, including comments on what went well and areas that require attention.
- **Reporting:** Formal reports are provided to parents once a year, summarising each student's progress. These reports cover academic achievements, areas of growth, and development in skills such as communication, collaboration and self-management, reflecting the goals of the IB Learner Profile.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The vast majority of feedback will be carried out through conferencing (see Appendix 1 for further information), but there may be occasions whereby written notations are used to support peer and self assessment within written work. In these instances, the code depicted in Appendix 2 is used.

Use of Assessment Data

Assessment data plays a vital role in improving both teaching and student learning. It is used to:

- **Improve Teaching and Learning:** Teachers regularly analyse assessment data to identify trends in student performance. This helps them adjust teaching strategies to meet the needs of individual students and the class as a whole.



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- **Inform Curriculum Design:** Data from assessments is used to inform ongoing curriculum adjustments, ensuring that the content remains relevant and meets the learning needs of all students.
- **Track Progress:** Assessment data allows the school to track student progress over time, identifying areas of strength and those that need further development. This data supports individualized learning plans and ensures that every student receives the support they need to succeed.

Inclusive Assessment

At Leigh Academy Hundred of Hoo Primary, we are committed to providing equitable access to assessment for all students, including those with additional needs or language barriers. Our inclusive assessment practices ensure that:

- **Accommodations:** Students with special educational needs, English language learners, and other students requiring additional support are provided with accommodations, such as extra time, adapted materials, or alternative assessment formats.
- **Differentiation:** Assessment methods are differentiated to ensure that all students have the opportunity to demonstrate their understanding in ways that are appropriate for their individual needs.
- **Fairness and Equity:** The school is dedicated to ensuring that all students are given a fair opportunity to succeed in assessments, regardless of their background or individual challenges.

Measuring

Assessment takes place at the end of a sequence of lessons and is an opportunity for students to demonstrate what has been learned; highlighting the knowledge, skills and conceptual understanding acquired.

Solo Taxonomy: As learning progresses, it becomes more complex. SOLO Taxonomy (Structure of the Observed Learning Outcome) is a means of classifying learning outcomes in terms of their complexity, enabling us to assess student work in terms of how well it is understood. We start with tasks that address several aspects of learning, but they are unrelated (multistructural), then we look at tasks that integrate the learning into a whole (relational) and finally, we set tasks that look at the learning generally and apply it to as yet untaught applications (extended abstract). SOLO can be used in assessment and curriculum design in terms of the level of learning outcomes intended.

Testbase Assessments: Years 3 - 5 use Testbase assessment papers in reading, SPAG and maths to monitor pupils progress, conducted twice a year. Test data is analysed and used by teachers and subject leads to address pupils' gaps whether that be whole class, group or individual.



Statutory Assessments:

National Curriculum Assessments (Year 6)

Purpose: SATs are tests which are given in Primary Schools in year 6 during the month of May. SATs is the acronym for Standard Assessment Tests or they are sometimes called National Curriculum Tests. The purpose of SATs is to measure the children's attainment in maths, reading, and grammar, punctuation and spelling (GPS or SPAG). In key stage 2, the children are tested on curriculum content from Years 3-6 across six test papers. They will achieve a 'scaled score' from 80 – 120, with a score of 100 or more meaning they have met the 'expected standard' and a score of 110 or more meaning that they have met the 'greater depth' standard. The SATs indicate the effectiveness of teaching and show how much children have retained throughout KS2. Staff at HHPA realise the importance of providing assessments within a broad and balanced curriculum.

Year 4 Multiplication Check

Purpose: In June, year 4 pupils take part in a multiplication check. This consists of 25 mixed times table questions with a 6 second time limit to answer each question. At HHPA, the check is administered on an iPad. The calculation is displayed and the pupils use a touch screen keypad to submit their answers.

Year 2 LAT Common Assessments

Purpose: Pupils in year 2 at Leigh Academies Trust academies will complete standardised assessments in small groups with their teacher. The purpose of these assessments is to monitor the teaching and learning of our pupils across the Trust in order to support planning for these pupils as they enter KS2.

Phonics Screening Check

Purpose: The National Phonics Screening Check is a statutory assessment taken by pupils in Year 1. The purpose is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level will receive extra support through intervention to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check in year two.

EYFS Good Levels of Development

Purpose: The Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS) shows whether children have the key skills needed to be ready for Year 1. It is measured at the end of Reception and focuses on the prime areas of learning, plus literacy and maths. The purpose is to check that children have developed well in communication, social and emotional skills, physical ability, early reading, writing, and number. It helps teachers understand children's progress and plan any extra support.

EYFS Baseline

Purpose: The baseline assessment in Reception is carried out to identify children's starting points. From here, staff are able to identify gaps in learning and ensure a personalised curriculum to meet the needs of all children.



The baseline is a set of practical tasks that are completed alongside an adult to assess number, shape, speech and early literacy and the specific areas of learning in the Early Years Foundation Stage. Reception Baseline Assessments are completed within the first 6 weeks of school, and reported to the DFE to track progress of the child from Reception to year 6.

Reporting

Pupil Progress Meetings

Pupil progress meetings are held regularly to not only report individual pupils' progress but also to identify areas for development in support, teaching and learning for individuals, groups and whole classes. SLT along with the SENCO and the class teacher work collaboratively to identify gaps, develop practice, identify areas for CPD and set targets.

Parent-Teacher Conferencing

Parents and carers have the opportunity to meet with teachers at 'Parents Evenings'.

- Each parent/teacher conference is an opportunity to establish a relationship with parent(s).
- Teachers can learn about the student from the parent to guide teaching and learning; instruction and assessment.
- Teachers share evidence of student learning growth with parents.
- Goals and concerns for the year to come are developed and addressed.

Review and Evaluation

The assessment policy is reviewed annually by the school leadership team in collaboration with teachers, parents, and other stakeholders. This review includes evaluating the effectiveness of the policy, making necessary updates to ensure alignment with the latest IB PYP regulations and local educational standards.



Appendix 1

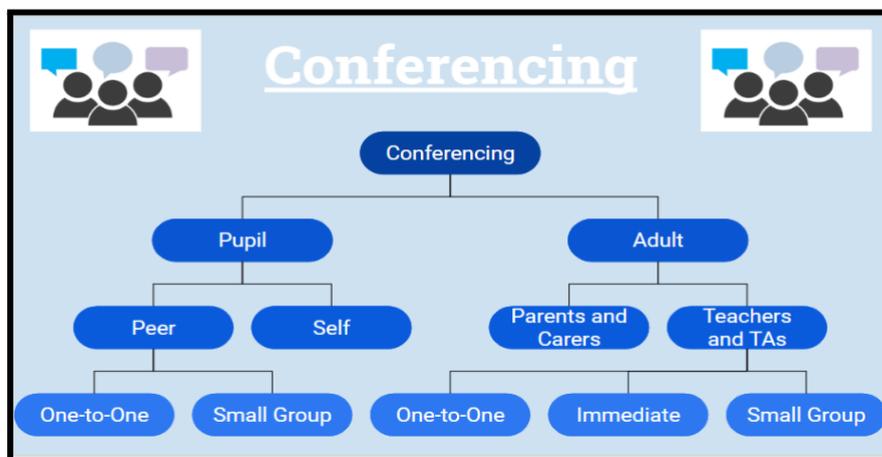
Conferencing (adult-led, peer and self)

The vehicle that Leigh Academy Hundred of Hoo uses to ensure that feedback is impactful, regardless of whether it is immediate, summary or review, is conferencing. In its simplest form, conferencing is a conversation about improvement, learning and reflection. It can be pupil-led or adult-led and can take place in a 1:1, small group or whole-class context. Teaching staff conference with pupils about their work during lessons and throughout the school day in order to give in-the-moment feedback.

Verbal feedback opens up an immediate conversation with the child, allowing you to pinpoint and address misunderstandings or misconceptions, or indeed to challenge the pupil. Feedback in this form becomes more personal and comprehensive than written marking.

In addition to this, because pupil conferencing gets pupils to think more deeply about their work, their learning, and their personal development, it helps develop their independence and motivation within the context of a 'growth mindset'. Pupils value the 1:1 time with teaching staff and peers; they make more rapid progress as they become more aware of what they are doing that is successful and what it is that is holding them back. Pupils are able to articulate what they need to do to improve.

The different examples of this are shown in the diagram below.





Appendix 2

Written Feedback Codes

Sp	Spelling Error
P	Punctuation Error
~~~~~	Grammatical Error
Λ	Missing Word
PC Followed by up to 3 words	Peer Conference/Feedback
TC Followed by up to 3 words	Teacher Conference/Feedback
HC Followed by up to 3 words	HLTA Conference/Feedback
TAC Followed by up to 3 words	TA Conference/Feedback
S	Supported
//	New line or paragraph needed.
✓	Correct use of a taught skill
●	Incorrect use of a taught skill