




To inspire, enrich and nurture so each individual reaches their full potential

Hatfield Community Free School, Briars Lane, Hatfield, Herts, AL10 8ES
Website: www.hcfs.org.uk Telephone: 01707 276018 Email: office@hcfs.org.uk

 @hatfieldcfs1  @hatfieldcfs

Principal: Mrs Victoria Hobson

The HCFS is a company limited by Guarantee Registration number 07648654

Assessment Policy

September 2025

To be reviewed annually in the Autumn Term

Next Review: September 2026

History of Document:

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	September 2022	Victoria Hobson	Full Trust Board	New policy adopted to outline assessment procedures and rationale at HCFS
Issue 2	March 2023	Jo Pape	Victoria Hobson	Edit to standardised score specification to Y1, Y3, Y4 and Y5 (sections 4.2.1 and 4.2.2)
Issue 3	September 2023	Jo Pape	Victoria Hobson	No changes needed
Issue 4	September 2024	Jo Pape	Victoria Hobson	Removal of mention satchel and changes to how parents are informed of learning.
Issue 5	September 2025	Michelle Morris	Victoria Hobson	Amended 6.1 reporting to parents following changes to communication.

Table of Contents

1. Aims	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Assessment approaches	3
4.1 In-school formative assessment	3
4.1.1 National Curriculum expectations and progress documents	4
4.1.2 Marking	4
4.1.3 Questioning	4
4.2 In-school summative assessment	4
4.2.1 Standardised Scores in Y2 and Y6	6
4.2.2 Standardised Scores in Y1, Y3, Y4 and Y5	6
4.3 Nationally standardised summative assessment	6
4.3.1 National Curriculum Assessments (SATs)	7
5. Collecting and using data	7
6. Reporting	7
6.1 Reporting to Parents	7
7. Inclusion	8
8. Training	8
8.1 Moderation	8
9. Roles and responsibilities	8
9.1 Trustees	8
9.2 Principal	9
9.3 SENCO	9
9.4 Teachers	9
10. Monitoring	9

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

It is the entitlement of every child at Hatfield Community Free School (HCFS) to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Assessment compliments and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. At HCFS, we believe that the best form of assessment results from ongoing dialogue and interactions with pupils and that high quality formative assessment is an essential part to teaching and learning. It ensures a whole school approach to the provision of an excellent education for all pupils at HCFS and enables teachers to deliver education that best suits the needs to the pupils.

We recognise that learning is not linear and therefore pupils should not be judged solely on the basis of a test. Where data is gathered using summative assessment, it is used alongside formative assessment data as a means to support those pupils who are underachieving or to extend the most-able.

The following principals will be used as a basis to our assessment system:

- All forms of assessment should be used to improve teaching and learning;
- Simple to use and understand;
- Testing should be rigorous and reliable;
- Underpinned by a knowledge of the curriculum;
- Informs planning and delivery of the curriculum;
- Helps a child to recognise the next steps in their learning;
- Provides reliable information to parents about how their child is doing;
- Ensures that HCFS is keeping up with external best practice.

4. Assessment approaches

At HCFS, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment is a crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which pupils are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any pupils who are falling behind are helped to catch up. We believe that teachers know their pupils better than anyone and are the most accurate judges of their pupil's progress. We use a range of information to inform teachers' formative assessments.

4.1.1 National Curriculum expectations and progress documents

The National Curriculum and the Programmes of Study provide the backbone of our formative assessment framework but, as they are not ready to use as an assessment framework in themselves, we have developed a set of progression documents for each subject area and assessment sheets for each project taught in our non-core curriculum. These documents provide the basis for all teacher assessments, providing clear, broken down statements of yearly expectations.

The progression documents for each subject area stipulates a benchmark standard for pupils within each year group. Pupils not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous or beyond year group expectations. All progression documents are also organised by strand so that teachers can also see strengths and areas for development for different areas within a subject.

4.1.2 Marking

Marking is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet the pupil's needs. Marking indicates to the pupil what they have achieved and what they need to do next / how they can improve their work. We mark to learning objectives set, and we identify how children can improve their work or move on.

In addition to marking to objectives, pupils' common errors should regularly be brought to the pupil's attention so that they are able to improve on these too e.g. incorrect formation of particular letters, common spelling errors/grammatical errors.

Further information about HCFS' marking can be found in the Feedback and Monitoring Policy.

4.1.3 Questioning

Questioning is pivotal in learning and allows teachers to ascertain understanding from pupils. Deep thinking is encouraged through open questioning, however some pupils may need shorter closed, and/or scaffolded questions to help them understand a concept.

Teachers will employ a range of strategies to support them with capturing pupil responses to questioning such as:

- Use of whiteboards, flip charts and number fans to get instant feedback of understanding;
- Mini plenaries to determine understanding at regular intervals;
- Short re-cap quizzes or recall of facts;
- Self and/or peer assessment at the end of every lesson based on learning objectives;
- 1:1 or group discussions with pupils.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching;
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types. The approaches will depend on the age and phase of development of the pupil, but may include end of term checkpoints, mock examinations/checks, quizzes or assessments linked to the pupil's One Page Profile or Individual Education Plan.

At HCFS, summative assessments follow the below schedule:

	Autumn Term	Spring Term	Summer Term
Reception	<ul style="list-style-type: none"> • RBA online assessment for language, communication, literacy and mathematics • Teacher assessment against the seven areas of learning in the EYFSP 	<ul style="list-style-type: none"> • Teacher assessment against the seven areas of learning in the EYFSP 	<ul style="list-style-type: none"> • Teacher assessment against the seventeen Early Learning Goals in the EYFSP
Year One	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • Teacher assessment for non-core subjects recorded in marking folders. • Mock phonics screening using past screening checks 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading and mathematics • Teacher assessment for non-core subjects recorded in marking folders. • Mock phonics screening using past screening checks 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading and mathematics • Teacher assessment for non-core subjects recorded in marking folders. • Phonics screening using national assessment materials
Year Two	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • Past SATs papers in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. • Mock phonics screening using past screening checks (for pupils who did not pass in Y1) 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • Past SATs papers in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. • Mock phonics screening using past screening checks (for pupils who did not pass in Y1) 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • SATs papers in reading, mathematics and SPaG using national assessment materials • Teacher assessment for non-core subjects recorded in marking folders. • Phonics screening using national assessment materials (for pupils who did not pass in Y1)
Year Three	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders.
Year Four	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. • Mock multiplication tables check using TTRS 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. • Mock multiplication tables check using TTRS 	<ul style="list-style-type: none"> • Teacher assessment using HCFS progression documents and TAFs in core subjects • NFER assessment in reading, mathematics and SPaG • Teacher assessment for non-core subjects recorded in marking folders. • Multiplication tables check using national assessment materials

Year Five	<ul style="list-style-type: none"> Teacher assessment using HCFS progression documents and TAFs in core subjects NFER assessment in reading, mathematics and SPaG Teacher assessment for non-core subjects recorded in marking folders. 	<ul style="list-style-type: none"> Teacher assessment using HCFS progression documents and TAFs in core subjects NFER assessment in reading, mathematics and SPaG Teacher assessment for non-core subjects recorded in marking folders. 	<ul style="list-style-type: none"> Teacher assessment using HCFS progression documents and TAFs in core subjects NFER assessment in reading, mathematics and SPaG Teacher assessment for non-core subjects recorded in marking folders.
Year Six	<ul style="list-style-type: none"> Teacher assessment using HCFS progression documents and TAFs in core subjects Past SATs papers in reading, mathematics and SPaG Teacher assessment for non-core subjects recorded in marking folders. 	<ul style="list-style-type: none"> Teacher assessment using HCFS progression documents and TAFs in core subjects Past SATs papers in reading, mathematics and SPaG Teacher assessment for non-core subjects recorded in marking folders. 	<ul style="list-style-type: none"> Teacher assessment using HCFS progression documents and TAFs in core subjects SATs papers in reading, mathematics and SPaG using national assessment materials Teacher assessment for non-core subjects recorded in marking folders.

We believe that summative assessments need to be as robust as possible so that they can provide the most accurate information of how our pupils are achieving in line with national averages.

For reading, mathematics and SPaG we use either NFER or past SATs papers. We are confident of their robustness as they are drawn from a large sample size. We have selected a standardised score to report our data.

4.2.1 Standardised Scores in Y2 and Y6

Standardised scores are based on the performance of a nationally representative sample of at least 1000 pupils taking a particular test at a particular time. A standardised score of **below 100** means the pupil is **working towards the expected standard**, **below 85** means the pupil is **not yet working towards the expected standard**, **between 100-109** means the pupil is **working at the expected standard** and a score of **110 or greater** means the pupil **is working at a greater depth standard**. We use the standardised scores given at each checkpoint to show progress being made by individual pupils and/or to show where they are needing to focus more in a subject to move forward.

4.2.2 Standardised Scores in Y1, Y3, Y4 and Y5

Standardised scores are based on the performance of a nationally representative sample of at least 1000 pupils taking a particular test at a particular time. A standardised score of **below 95** means the pupil is **working towards the expected standard**, **below 85** means the pupil is **not yet working towards the expected standard**, **between 95-115** means the pupil is **working at the expected standard** and a score of **116 or greater** means the pupil **is working at a greater depth standard**. We use the standardised scores given at each checkpoint to show progress being made by individual pupils and/or to show where they are needing to focus more in a subject to move forward.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to understand national expectations and assess their own performance in the broader national context;
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Reception Baseline Assessment (RBA) for reception – completed within the first six weeks of Year R;
- Early Years Foundation Stage (EYFS) profile at the end of reception – submitted in June;
- Phonics Screening Check in Year One – completed in early June;

- Optional National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year Two) – completed in June, internally marked and teacher assessment provided;
- Multiplication Tables Check in Year Four – completed in June;
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year Six) – completed in May. Reading, maths and SPaG: externally marked, writing: teacher assessment.

4.3.1 National Curriculum Assessments (SATs)

End of key stage national curriculum assessments are used to measure both the school's and the individual pupil's attainment and progress. Attainment is the summative grade or level that has been achieved, whereas progress is the difference in attainment between one point to another.

The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with teaching staff.

5. Collecting and using data

Formative teacher assessment data on the pupils learning within the classroom is taken half termly and stored within class log excel spreadsheets. Teachers will record their judgements using the following codes:

NYWTS	Not yet working towards the expected level	The pupil is still to grasp a good proportion of the skills needed to reach the expected standard for a child of their age
WTS	Working towards the expected level	The pupil is still to grasp some of the skills needed to reach the expected standard for a child of their age
EXP	Working at the expected level	The pupil is working at the expected standard for a child of their age
GD	Working at a greater depth level	The pupil is working above the expected standard for a child of their age

Summative assessment data on the pupil's achievements in checkpoint assessments once a term (NFER and SATs papers) are stored within class log excel spreadsheets. Teachers will record the raw scores from each paper, the total score, the standardised score and the judgement e.g.

Reading Paper Total	Reading Standardised Score	Reading Judgement	Maths Arithmetic Paper	Maths Paper One	Maths Paper Two	Maths Total	Maths Standardised Score	Maths Judgement	SPaG Score	SPaG Standardised Score	SPaG Judgement	Spelling Score	Spelling Standardised Score	Spelling Judgement	Writing judgement
30	115	GD	23	19	20	62	108	EXP	35	137	GD	18	118	GD	EXP

At the end of each term, teachers will insert an end of term judgement, for the seven areas of learning (EYFS) and reading, writing and mathematics (Y1-Y6), into Arbor based on the judgements gained from formative and summative assessments that term. These judgements will be used to inform pupil progress meetings, the creation of one page profiles and individual education plans as well as being reported to parents within the mid-year communication and end of year reports.

6. Reporting

The following arrangements for access to these records apply:

- The class teacher, SLT and other teachers within the school will have open access to the records;
- Pupils, parents and carers are able to request access to these records via the SLT;
- Outside professional bodies and other agencies will require permission of the Principal in order to have access to these records.

6.1 Reporting to Parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice and/or support from their child's class teacher when the need arises.

We endeavour to communicate well through weekly learning and notification posts via Arbor, half-termly homework, reading records, newsletters, reports, parental websites and the school website.

Formal parent consultations are held in the Autumn and Spring Terms. During these meetings, parents and carers are invited to discuss their child's attainment, progress, attitude to learning, and behaviour with the class teacher.

At the end of the Autumn Term, parents receive a written communication containing formative assessment information. This is followed by an open classroom session, offering an opportunity for informal conversations with teachers about learning, if required.

At the end of the Spring Term, a similar written communication is shared, followed by formal parent consultations to support further discussion as needed.

An end-of-year school report is issued in Summer Term Two. This includes:

- Comments on the pupil's general progress and attitude to learning;
- Performance in all National Curriculum subjects;
- Results from nationally standardised summative assessments (where applicable);
- The pupil's attendance record for the academic year.

The receipt of this is followed by an open classroom session, offering an opportunity for informal conversations with teachers about learning, if required.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically, and under guidance from the SENCO, to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice through peer training, staff meetings, emails, CPD courses and online reading which they will be directed to by the SLT. Moderation and peer review will enable them to develop and improve their practice.

8.1 Moderation

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject custodians and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments.

9. Roles and responsibilities

9.1 Trustees

Trustees are responsible for:

- being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils;
- holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data;
- monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

9.2 Principal

The principal is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
- analysing pupil progress and attainment, including individual pupils and specific groups;
- prioritising key actions to address underachievement;
- reporting to trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years;
- making sure arrangements are in place so teachers can conduct assessment competently and confidentially, including training and moderation opportunities.

9.3 SENCO

The SENCO is responsible for:

- collecting data for all SEN children;
- providing the teaching team with appropriately matched assessments based on the needs of the pupils;
- monitoring the progress of SEN children.

9.4 Teachers

Teachers are responsible for:

- following the assessment procedures outlined in this policy;
- being familiar with the standards for the subjects and year groups they teach;
- keeping up to date with developments in assessment practice;
- reporting pupil's attainment and progress within the mid-year communication, end of year report and at parent consultations.

10. Monitoring

This policy will be reviewed annually by the principal. At every review, the policy will be shared with the Trust Board.

All teaching staff are expected to read and follow this policy. The principal is responsible for ensuring that the policy is followed.

The SLT will monitor the effectiveness of assessment practices across the school, through: lesson observations, moderation, book scrutinies, pupil consultation, feedback from staff and pupil progress meetings.