



At Hemingbrough Community Primary School, assessment forms an integral part of teaching and learning for all children across the curriculum. We know our children well and our assessment processes enable us to develop children's full potential as well as ensuring they are engaged and motivated by the activities and opportunities offered to them. Assessment is inclusive of all children, of all abilities.

Assessment provides evidence which ensures we can highlight strengths, areas for development and identify next steps in learning. It is embedded into our curriculum and is directly linked to planning, teaching and learning. Assessment outcomes also provide meaningful and understandable information for children to develop their own learning and for parents to support their children with their development.

Assessment takes many forms and ensures the range of children's development is captured. At the end of each theme the staff review the impact of the curriculum on the children's progress and attainment together through analysis of assessment data/information. This also ensures consistency across the school.

The school regularly moderates both children's work and assessments internally to ensure a consistency in approach, marking and judgments. Our school cluster also meets regularly to moderate a range of work from EYFS, Key Stages One and Two. Subject leaders and the SENCO provide appropriate support and advice in these activities.

Teachers have an accurate understanding of children's prior learning and attainment. Robust systems for collecting data are shared and available to all staff. Transition meetings are held at the end of each academic year as children move through school. These provide vital opportunities for staff to discuss individual children and their needs. This ensures transition is as 'seamless' as possible and that children continue to make progress and are appropriately supported and guided on their learning journey.

Marking plays an important role in providing feedback to children and setting targets for improvement. Our aim is that this feedback which may be written or verbal should inspire greater effort and a belief that hard work and practice can bring about greater achievements and personal reward.

Whilst these principles are at the heart of our practice, our assessment framework and timetable are reviewed regularly to ensure they are 'fit for purpose' and appropriate in relation to National changes and the changing landscape of our school community.