



Darul Madinah will nurture our learners into model citizens that exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.

Assessment Policy

This policy is in line with the Mission Statement of the School

Document Control

This policy has been approved for operation within Darul Madinah Primary School

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Date of next review: August 2027

Review period: Annually

Policy Status: Statutory

Owner: Directors

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1. Aims

This policy serves as a structured guidance document for teachers, ensuring a clear, consistent, and well-defined approach to assessment throughout the academic year. The key aims are to:

- Provide a clear assessment timeline so that all staff know when and how assessments should be conducted.
- Ensure that assessment data is recorded accurately in the school's database (Testbase & MERIT) for analysis, comparison, and intervention planning.
- Facilitate meaningful assessments that inform teaching, track progress, and identify learning gaps.
- Establish procedures for monitoring assessment practices to ensure they align with national and school expectations.

2. Assessment Timeline & Procedures

2.1 Key Dates & Assessment Calendar

Assessment Type	Year Groups	Frequency	Purpose	Recorded On
Baseline Assessments	EYFS & Year 1	September	Establish starting points	Testbase & MERIT
Phonics Screening Check (PSC) Practice	Year 1 & 2 (Retakes)	October & May	Identify phonics gaps	Testbase & MERIT
End of Module Assessments (White Rose Maths)	All Years	Half-Termly	Assess mastery of concepts	Testbase & MERIT
Half-Termly Writing Assessments (EGGs)	KS1 & KS2	Half-Termly	Assess writing progress	MERIT
Termly Standardised Assessments (Testbase)	KS1 & KS2	Termly	Track core subject progress	Testbase & MERIT
Mock SATs	Year 6	January & April	SATs preparation	Testbase & MERIT
Phonics Screening Check (PSC) Official	Year 1 & 2 (Retakes)	June	National phonics benchmark	DfE Submission
Key Stage 2 SATs	Year 6	May	National end-of-primary assessment	DfE Submission
End-of-Year Summative Assessments	All Years	June	Final progress assessment	Testbase & MERIT

2.2 Downloading & Uploading Assessment Results

- All summative assessments will be downloaded from Testbase, and staff will be provided with individual logins.
- Testbase customises assessments and worksheets to highlight learning gaps, allowing teachers to tailor interventions accordingly.
- Once assessments are completed, teachers must upload results to MERIT within 48 hours.
- Data from Testbase will be analysed by SLT to compare pupil progress, class trends, and national benchmarks.
- Intervention plans will be developed based on Testbase reports to support pupils performing below expected levels.

3. Conducting Assessments

3.1 Half-Termly Assessments

These assessments will be conducted at the end of each half-term and include:

- White Rose Maths End-of-Module Assessments – Tracks pupils' mathematical understanding and identifies gaps in learning.
- Writing Assessments (EGGs) – Evaluates independent writing skills and progress over time.
- Phonics Practice Assessments – Ensures pupils are developing decoding skills in preparation for the national screening.

3.2 Termly Assessments

These are standardised assessments conducted at the end of each term using Testbase-generated assessments, covering:

- Reading Comprehension – Evaluates pupils' ability to interpret and analyse texts.
- Maths & SPaG (Spelling, Punctuation, and Grammar) – Assesses key skills and knowledge retention.
- Overall Progress Tracking – Compares progress over the term and informs future teaching strategies.

Teachers must ensure:

- Assessments are conducted in exam conditions for standardisation.
- Results are marked and uploaded to MERIT within two working days.
- Data from Testbase is used to tailor interventions and plan differentiated instruction.

4. Data Collection & Analysis (Testbase & MERIT Database)

- All summative assessment data must be recorded in Testbase & MERIT for comparison and progress tracking.

- Teachers will receive training on using Testbase reports to identify strengths and weaknesses.
- SLT will analyse termly data to track performance trends and plan interventions.
- Individual pupil progress will be monitored using MERIT's reporting tools, allowing comparisons across year groups.

5. Reporting to Parents

Teachers must:

- Provide verbal feedback during Parents' Evenings (Autumn & Spring Terms).
- Send End-of-Year Reports (July) summarising progress, strengths, and next steps.
- Discuss national assessments (Phonics/SATs) with parents where required.
- Ensure parents are aware of interventions in place for pupils needing additional support.
- After every assessment, provide feedback to parents on their child's progress, including strengths, areas for improvement, and next steps for further support. This ensures parents understand how to help their child at home and how the school will support them in reaching their full potential.

6. Roles & Responsibilities

Role	Responsibility
Directors	Oversee assessment systems & ensure compliance.
Headteacher	Implement and monitor assessment policy.
SLT	Analyse data, identify trends, support teachers.
Teachers	Conduct assessments, record results, use data for planning.

7. Monitoring & Review

- This policy will be reviewed annually by SLT and Directors.
- Assessment practices will be monitored through:
 - Lesson observations
 - Moderation meetings
 - Pupil progress reviews
- Adjustments will be made based on school improvement priorities.

Conclusion

This policy provides teachers with a clear roadmap for assessments, ensuring they are meaningful, structured, and effective. By embedding data-driven approaches and maintaining a strong assessment culture, we ensure that all pupils at Darul Madinah reach their full potential.