

Leigh Academy Molehill

Assessment Policy

Primary Years Programme

Document title:	Assessment Policy
Version number:	1.1
Policy Status	Final
Date of Issue	September 2025
Date to be revised	September 2026

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
July 25	1.1	Update multicampus information

Introduction

As a multicampus network of academies following the IB PYP framework, we are committed to using assessment as an integral tool for supporting student learning and growth. While our academies share a common approach to assessment, we recognise that each academy operates within its own unique context, which may influence how assessments are applied. Our assessment policy ensures that all students are provided with fair, transparent, and consistent opportunities to demonstrate their learning. Central to our approach is the belief that feedback is a critical part of the learning

process. We place great emphasis on providing timely, constructive feedback that helps students reflect on their progress, identify areas for improvement, and build a growth mindset. By regularly reviewing and adapting our practices, we maintain a shared commitment to supporting all students in achieving their academic and personal potential.

Assessment Philosophy

Leigh Academy Molehill is a candidate IB World School, offering the Primary Years Programme (PYP). Our approach to assessment reflects the philosophy and objectives of the programme. The main objective of assessment at Leigh Academy Molehill is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

For pupils, assessment should:

- Motivate them through success
- Support their learning
- Provide pupils with training and conferencing opportunities to self and peer assess their work
- Inform them about their achievements and progress to date
- Identify areas of strength and development needs
- Actively involve them in their own learning and the feedback process; helping them set targets for improvement and development
- Develop motivation and self esteem thus enabling pupils to achieve success more readily

For teachers, assessment should:

- Use a variety of both summative and formative strategies
- Inform pupils of their successes and areas for improvement
- Provide opportunities to keep track of progress and teachers' expectations
- Provide reliable, continuous information as a basis for monitoring and evaluating attainment
- Enable them to evaluate their own practice
- Indicate next steps in teaching and learning
- Take account of the needs of all the pupils
- Help to monitor the appropriate use of resources
- Provide information on class/ group organisation
- Actively involve pupils in the feedback process through conferencing

For parents, assessment should:

- Inform them of their child's progress and achievements on a regular basis
- Inform them of strengths and development needs
- Provide evidence of achievement and attainment
- Actively involve them in the feedback process

“How will we know what we have learned?”

‘Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.’ (Making the PYP Happen, 2009, International Baccalaureate)

Types of Assessment at Molehill

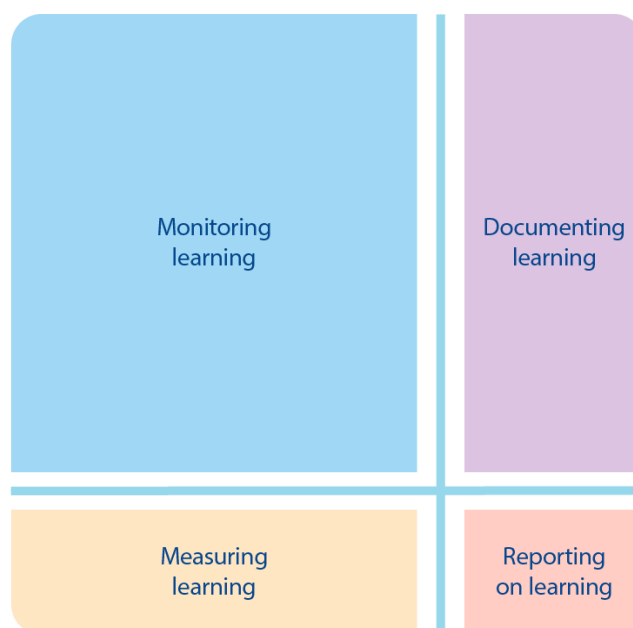


Figure 1 Weighting of assessment types

Formative (monitoring)

Most of the ongoing assessment at Molehill is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle.

Peer- and self- assessment

Students at Molehill are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting criteria for work to be assessed against.

Conferencing (documenting)

Conferencing has been adopted by Leigh Academy Molehill to replace traditional written marking and feedback. It is used as a tool for effective feedback and evaluation which enables pupils to become independent and reflective learners through a process of self-evaluation and improvement. Through high quality dialogue about the children's learning both pupils and adults are able to assess where pupils may need additional support or further challenge.

Conferencing at Leigh Academy Molehill is embedded into school life and over time pupils have taken more responsibility for the learning conversations that they have with both adults and peers and have begun to lead the conversations more and more. We are now beginning to see pupils transfer this reflection and independence to their learning during lessons.

[Conferencing Policy](#)

Solo Taxonomy (monitoring)

At Leigh Academy Molehill SOLO taxonomy is used within our assessment process, which describes increasing complexity in pupils' thinking and understanding. Pupils move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding. SOLO taxonomy starts with pupils collecting ideas, facts or knowledge, before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise and transfer their understanding. Children are encouraged to self-assess their progress against each solo-taxonomy level. In order to assess the Foundation Subjects, SOLO taxonomy will need to be planned for and used to assess which level the children are working at.

Summative (formative)

Summative assessment tasks are designed to give information on what students can do, know and understand as well as the next steps the students need at the end of a unit of work and key stage inline with the curriculum expectations and government assessments.

The following assessments are statutory from the government:

EYFS	Reception Baseline	Term 1
Year 1	Phonics Assessment	Term 6
Year 4	Multiplication Check	Term 6
Year 6	End of KS2 SATS	Term 5

Assessment Tools and Strategies

We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand. Samples of tools and strategies are:

- observation,
- written responses,
- checklists; rubrics
- exemplars
- portfolios

- anecdotal records
- reflections
- Exhibition

and all are designed to accommodate a variety of intelligences and ways of knowing.

Reporting

Parent Teacher Conferences

Parents are invited to meet with their child's teachers to discuss academic progress and social-emotional development of the student three times in a school year. Conferences are 10 minutes with the class teachers. Teachers share evidence of progress and strategies forward, as well as address ways in which parents can support their child at home.

Parents are also invited to more informal events such as 'Fabulous Finish' at the end of every module, to share the work that the students have produced and what they've been learning.

February: Interim reports

An overview is given to parents to show whether their child is on track to meet the end of year expectations and their attendance.

July: End of Year Reports

Reports are created by teachers using the overall expectations of the Leigh Academy Molehill Programme of Inquiry. These include the skills they have developed across the year and the skills that they need to develop further. An overview is given to parents to show whether their child has met the end of year expectations and their attendance.

Inquiry Books and Work Portfolios

Pupils at Leigh Academy Molehill maintain an Inquiry book and a Google digital portfolio throughout each unit of inquiry. Any and all work done that contributes to the understanding of the Transdisciplinary Theme and Central Idea, Key Concepts and Lines of Inquiry are included and designed to reflect the process of learning as well as progress and learning outcomes. Work completed on computers is printed or stored on the shared drive, and photographs of key learning experiences are also included where possible. In addition, pupils also have the opportunity to reflect on the AtLs they have used either in the lesson or as part of their documented learning.

Work Portfolios are ongoing projects throughout the year. Children are guided on a half-termly basis to ensure that work that reflects their learning is selected, in preparation for the end of year reports and portfolios, which are sent home for students to keep and share with parents. Children have access to these all year round in order to make changes as desired, and to continuously refer back in order to see the progress they have made.

Assessment, Recording and Reporting cycle overview:

