



Assessment Policy

At Greasley Beauvale Primary School the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions. The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

This latest update of this policy was approved by the Full Governing Body in
October 2024.

Signed: _____(Chair) Date: _____

Nominated SLT member responsible for policy: Rachel Bailey

Review Date: October 2026

Introduction

At Greasley Beauvale Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential. The school follows that statutory national curriculum and the assessment policy has been developed in line with this. Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" Assessment for Learning: Assessment Reform Group 2002.

1. Aims

Through our assessment and reporting practice, we aim to:

- ensure that assessment practice in school adheres to the statutory DFE Assessment Principles 2014 and the Rainbow Values;
- support school improvement and the raising of standards of achievement and attainment for all our pupils by:
 - ensuring early and accurate identification of individuals' needs, so that support and sufficient challenge can be implemented;
 - assessing pupils' knowledge and skills and how they are able to apply these;
 - providing information on which to base planning for future teaching and learning opportunities that reflect the needs of all children;
 - providing useful data for analysis, whole-school planning and accountability.
- enable all staff to understand the purpose of assessment in their daily work and to use it to enhance the quality of learning and teaching through accurate, consistent and comprehensive assessment;
- provide clear guidelines on our approach to formative and summative assessment;
- establish a consistent and coherent approach to assessment and recording summative assessment outcomes and accurately reporting this to parents;
- involve staff, children and parents in the assessment process;
- work with other agencies as needed;
- facilitate moderation both across the school and where possible, beyond the school.

2. Statutory requirements

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy has due regard to:

- all the relevant legislation including, but not limited to:
 - Equality Act 2010
 - Education Act 2002
 - Data Protection Act 2018
- all relevant guidance documents including, but limited to:
 - recommendations in the [Commission on Assessment Without Levels: final report](#)
 - statutory reporting requirements set out in [The Education \(Pupil Information\) \(England\) Regulations 2008](#)
 - [Early years foundation stage assessment and reporting arrangements \(ARA\)](#)
 - [Key stage 1 teacher assessment - GOV.UK \(www.gov.uk\)](#)
 - [2024 key stage 2 assessment and reporting arrangements - GOV.UK \(www.gov.uk\)](#)
 - [Primary school accountability - GOV.UK \(www.gov.uk\)](#)

3. Assessment approaches

At Greasley Beauvale Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning. In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in the [Primary Curriculum 2014](#).

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 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.

The vast majority of our assessment is formative on-going assessment that involves teachers giving specific feedback to children that relates to what they have achieved and areas they need to improve on. This assessment can be in the form of questioning, mini quizzes, **conferencing, thinking frames and routines** and marking (these are just examples and not an exhaustive list). This kind of marking and feedback should be carried out in line with the school's Marking and Feedback policy. At Greasley Beauvale Primary School, we recognise that this element of assessment is perhaps the most crucial in enabling progress for **all pupils**.

3.2 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 assessments are carried out termly for Reading, Maths, Grammar and Punctuation, Spelling and half-termly for writing. The school uses the NFER tests for Maths, Reading, Grammar and Punctuation in Years 1-6 and also past SATs papers for Years 2 and 6; Graded word spelling test for spelling in all year KS2 year groups. The results from the NFER

tests are recorded as standardised scores to help track progress linked to **our in house data tracking system, INSIGHT and** to the Fischer Family Trust predictions for end of Key Stage 2. These tests are taken during assessment week each term. Whole-school assessments take place to ensure consistency of assessment across the school. The termly writing assessments are based on Key Performance Indicators. Moderation of work is completed across year groups and (**where possible**) also with other schools to help ensure that our assessment decisions are always objective and accurate.

3.3 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:

- Early Years Foundation Stage (EYFS) profile at the end of Reception;
- Phonics screening check in Year 1;
- Phonics screening retake in Year 2 for children who did not pass in Year 1;
- National Curriculum tests and teacher assessments at the end of Key Stage **2 (Year 6)**;
- Multiplication Table Check in Year 4.

4. Collecting and using data

All data is recorded on INSIGHT. Standardised scores for Reading, Maths, Spelling and Grammar and Punctuation are recorded termly. These scores correlate to where the pupils are in relation to age related expectations (working below the expected standard, working towards the expected standard, working at the expected standard or exceeding the expected standard).

The outcomes of the termly writing assessments based on Key Performance indicators (linked to the Assessment Framework) are recorded using the above terminology linked to age related expectations.

Science assessments are recorded on INSIGHT using the terminology; working towards the expected standard (WTS) or working at the expected standard (EXS).

Using INSIGHT, progress and attainment overviews are populated as well as progress matrices. These are used to identify where there are gaps in both attainment and progress and form part of pupil progress dialogues and termly whole school data analysis.

5. Reporting to parents

Reports are shared with parents 3 times a year (Autumn 2, Spring 2 and Summer 2).

Autumn 2 and Spring 2 reports include:

- Attendance from the start of the year up to the **date that the reports go out**;

- Number of lates;
- Information on whether or not the pupil is on track to achieve age-related expectations in reading, writing, maths and Grammar and Punctuation for pupils in Key Stage 2;
- B-squared information (for children assessed using these targets)

Summer 2 reports include:

- Year group letter from the Headteacher
- Personalised letter from the class teacher with details of achievements in core subjects and activities forming part of the school curriculum, highlighting strengths and areas for development;
- Targets for the following year;
- An attitude to learning comment for each of the core learning areas.
- Behaviour and conduct comment;
- Pupil comment;
- Arrangements for discussing the report with the pupil's teacher;
- The pupil's attendance record;
- Results of the Phonics Screening test (Year 1 and Year 2 if applicable)
- The results of SATs (Year 6)
- Results of the Year 4 Multiplication Table Check

6. Inclusion

The principles of this Assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment (e.g. B-squared and Boxalls) will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. This information will be shared with parents as part of the termly reports. **Termly** meetings between the class teacher, parents and the pupil, will take place to share the provision and accountability maps. 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.

7. Roles and responsibilities

7.1 Governors

Governors are responsible for:

- the overall implementation of this policy;
- ensuring that the policy does not discriminate against pupils, in accordance with the school's Equality and Objectives Policy;
- 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.

7.2 Headteacher

The headteacher 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;
- using assessment data to hold staff to account through pupil progress dialogues

- prioritising key actions to address underachievement;
- reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

8. Links with other policies

This assessment policy is linked to:

- Curriculum policy;
- SEND policy;
- Nurture policy;
- Marking and Feedback policy.