



Assessment Policy

Aims and principals

At Grangetown Primary School, we ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (on-going assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose. Assessment provides clear next steps for the learner and has an impact on future lessons.
- assessment is used to focus on monitoring and supporting children's progress, attainment, retention in the long-term memory and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment avoiding misuse and overuse, without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including formative, summative and National standardised assessments.

Types of assessment

Formative assessment:

Formative assessment is an integral part of teaching and learning at Grangetown Primary School. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils require support, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support, intervention or extension as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through formative assessment, we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that challenges are identified at the individual level and that every child will be appropriately



supported to make progress and meet expectations.

-inform future planning and teaching, ensuring that our lessons effectively meet the needs of our children.

A range of formative assessments will be used such as:

- making use of rich question and answers
- marking of pupils' work following our school marking and feedback policy
- observations
- photographs
- discussions with children
- pupil self-assessment e.g. traffic light, editing and improving
- peer marking
- 5 a day assessments to re-cap, re-visit and build on prior learning
- Times Tables assessments weekly to assess retention through quick fire questioning

Summative Assessment

In-school summative assessments will be used to monitor and support children's performance in Reading, SPaG and Mathematics. These assessments will support the teachers when making judgements on their pupil's progress. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. Summative assessments will also inform parents about achievement, progress and wider outcomes.

A range of summative assessment resources will be used including:

- Baseline, observational assessments (EYFS)
- Previous SATs papers and CGP Resources (Years 2 and 6)
- Weekly arithmetic papers (Year 1 to Year 6)
- Rising Stars papers (Year 1 to Year 6)
- Accelerated Reader (Year 4 to Year 6)
- Assertive Mentoring Reading (Year 2 and Year 3)
- Read, Write Inc and Read, Write, Inc Spellings

There will not be an official assessment phase during the Autumn term. For the Spring 2 and Summer 2 data collections, summative assessments will be completed during the assessment phases.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children locally and nationally. They will provide parents with information on how the school is performing in comparison to schools locally and nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make



use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- EYFS Profile
- A Phonics Check in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

Recording on-going assessments

Assessment data for Reading, Writing, Mathematics and Science is recorded on SIMS on a termly basis. This, as well as assessment data for foundation subjects, is recorded on school tracking documents and stored electronically for subject leaders, curriculum lead and SLT to access.

Shared Drive/Assessment

Foundation subjects (History, Geography, Art, DT, RE, Computing, Music) are assessed at the end of each topic using teacher assessment. The summative assessment documents are to be completed to indicate a child's attainment: basic learner, expected and deeper learning. These are completed in a different colour to ensure clarity and progress.

All assessment documents to be electronically stored in the above folder.

All data is analysed by class teachers, subject leaders, SLT, assessment lead, Head Teacher and our school Data Manager using the school tracking documents (appendix i and ii). Pupil progress meetings will take place, coinciding with each data drop, between class teachers and assessment lead to discuss current evidence of learning in each subject. Teachers will make regular use of formative and summative assessments to evaluate pupil progress, the impact of their own teaching, and inform their subsequent teaching and interventions: all of which will be discussed in the pupil progress meetings.

At the end of an academic year, class teachers will communicate with the following teacher, individual records of pupil attainment and progress for Reading, Writing, Mathematics, Science, (appendices i and ii) and foundation subjects (appendix iii), using evidence from teacher assessment, books and summative assessments. This is to allow following teachers to plan effectively to bridge those gaps and to build on learning the following year. Gaps will also be communicated with previous years' teachers to help prevent those gaps from appearing again.

Grades

Following our formative and summative assessments, all pupils will be given a grade at the end of each term. In each year group, the grades are as follows:

PKS (Pre Key Stage)

- (minus) when a child is just beginning to work within the age appropriate curriculum
- = (equals) a child is working towards the expected standard within their year group



- + (plus) a child is working at the expected standard within their year group
- M (mastery) a child is exceeding expectations

For children working below their age appropriate curriculum, the teacher will allocate a grade from a lower year group based on their assessments of the child.

Data collection and moderation

Assessment data will also be used at whole school level to monitor the performance of pupil cohorts and specific groups of children (including pupil premium, SEND, gender), to identify where future interventions may be required, to monitor the impact of previous interventions and to work with teachers to ensure pupils are supported to achieve at least good progress and expected attainment.

At Grangetown Primary School, we take part in internal and external moderation of Reading, Writing and Mathematics assessments. This enables us to develop robust, accurate and effective assessment procedures across the school. External moderation takes place with other schools in the Steel River MAT. These moderation opportunities also allow us to develop and refine our assessment procedures.

Reporting

Termly report cards are communicated to parents/carers at the end of each term. These outline progress and attainment in relation to National Curriculum age related expectations, and include individual pupil targets. End of year annual reports to parents are also communicated with parents/carers. Achievement is communicated on a weekly basis with parents/carers using the parental engagement tool: FreeFlowInfo.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments, including assessments carried out by external agencies to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff and governors

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff and training in the use of the SIMS is given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.



Governors will receive termly reports on pupil progress and the impact of interventions across school. In addition, the Assessment Leader will provide training on our assessment procedures as required ensuring that governors fully understand our assessment procedures.

Monitoring and evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff must follow the policy and the Senior Leadership Team, following regular monitoring, will be responsible for ensuring the **effective and consistent** practice across the school.