



Grove Vale Primary School

Assessment Policy December 2023

**Approved by:
FGB**

Date: 11.12.23

Last reviewed on: December 2023

**Next review due
by: December 2025**



Introduction

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. Assessment in our school generates continuous improvement and supports achievement. It is a tool for raising standards in teaching and learning. It takes place in all year groups, across all subject areas and is an on-going process. Assessments take the form of observations, discussions, formal assessment of written work and tests. It focuses on the individual pupil, groups, classes and year groups. Our approach is inclusive, and we strive for children of all abilities to achieve.

This assessment policy is reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all children make good progress and achieve
- Track attainment and pupil progress to inform teaching and learning
- Provide evidence of attainment and achievement – individually and within groups, classes and year groups
- Identify the educational needs of pupils, including early identified of children with special educational needs
- Identify children who are falling behind in their learning and children who need additional support, including the most able.
- Encourage pupils to take ownership of their learning and set challenging goals
- Measure school performance against that of other schools and nationally set criteria
- Allow governors, staff and parents to track pupil's progress and achievement
- Provide information for reporting procedures including information to parents and carers
- Provide a consistent approach across all subject areas and age phases
- Ensure formative assessment is an integral part of day-to-day teaching and learning, in every classroom.

Roles and Responsibilities

Governors:

- Monitor whole school data
- Monitor assessment practices in school
- Review assessment policies

Senior Leadership Team:

- The overall management and organisation of the assessment structure within school.
- Set realistic targets
- Analyse data for school improvement and reporting
- Provide training for teachers to ensure a good understanding of assessment

Phase/Curriculum leaders:



- The collection of data and data analysis for the formal assessments used.
- The management and organisation of assessments within their subject/responsibility area/s and monitoring the process.
- Monitoring assessment data and using it to inform future curriculum development planning for their area/s

Class teachers:

- Regularly using ongoing formative assessment and skills analysis
- Ensuring that target sheets are updated regularly and used as a basis for future planning
- Updating, collating and analysing the data for their class and for specific groups of pupils within their class.
- Delegating and overseeing the work of support staff, in their class/phase for assessment tasks
- Ensuring that the tasks outlined on the Assessment Cycle are completed and the information/results given to the SLT at the appropriate time each term that meet deadlines
- Provide feedback to pupils and assessment information to senior leaders and parents

Teaching assistants:

- Provide feedback to teachers on pupil progress and attainment

Parents and Carers:

- Attend meetings with teachers to discuss their children's attainment and progress
- Support children with their home learning

All staff are responsible for:

- Ensuring that sufficient moderation has taken place within year groups so that all assessment information gathered is as accurate as it can be. As with other aspects of the curriculum, assessment procedures will be observed and monitored during the course of the school year.

Assessment within school

- Formative – an on-going process whereby staff measure pupil's day-to-day attainment and record informally in order to identify strengths and gaps in learning. This information is used to plan the next stage of learning.
- Diagnostic – specific and identifies learning difficulties so that appropriate help and support can be given.
- Summative – provides an overall picture of a pupil's progress and achievement.
- Evaluative – provides the means and data through which a school can monitor its achievement and form a basis for future improvement.

Management and Organisation

A range of formal and school-based assessments may be used as appropriate (Standardised): -

- EYFS Baseline and Profile
- KS1 optional SATs (Reading, Maths, Spelling, punctuation and Grammar)
- Teacher Assessment Framework for end of Y2
- Phonics Screening Check for Year 1



- Half-termly phonics assessments
- WELLCOMM Speech & Language
- Salford Reading Test
- Year 4 MTC Tests
- Year 6 SATS (Reading, Maths, Spelling, punctuation and grammar)
- Reading/Spelling records
- Other diagnostic tests are used as appropriate to cater for pupils' individual needs. These form part of the overall assessment cycle.

Informal Assessments Used: -

- Monitoring and recording phonics assessments
- Reading records for guided and individual reading
- Noting verbal feedback to pupils in books
- Curriculum based assessment lessons/focused group work
- Use of effective feedback (oral and written), and subsequent improvements in pupil's learning
- Assessment/evaluations/observations as part of planning process - use of Tapestry
- Strategies used in lessons – pre-assessment activities, observation, questioning, scrutiny of work produced
- Clear learning objectives and success criteria linked to the learning
- Skilful questioning by the teacher (allowing thinking time)
- Allowing pupils to ask questions and to clarify their learning
- Provision maps for SEN and intervention groups
- Intervention records
- Pupil progress meeting records
- Recording of pupils work and responses as photographic, video, audio evidence These are on-going daily/weekly assessments

Monitoring and Data Collection

Moderation

- Year groups moderate a sample of termly.
- Little Valers – focus on Prime areas. YR – Autumn term, Prime, Spring and Summer, Specific. KS1 – core subjects.
- Evidence reviewed should include learning journeys, observations, work in books, reading records, phonics records, times tables records and any other assessments available.
- Keep class record sheet of who has been moderated, when and what for.
- Time has been allocated for moderation sessions in directed time.
- Other moderation activities to include – cluster, LA and Early Years Hub

Baselines

- All children are baselined according to school assessment procedures on entry into Nursery/Reception, as appropriate.
- Each year teachers are responsible for ensuring they know and understand the prior attainment group for each child in their class and their target for the end of year in Maths, Reading and Writing.



- This information will then be used by the Head Teacher and the LA to track and predict trends within the school and monitor standards.
- Information related to a child's progress and achievement is discussed and reported to parents on a termly basis (effort reports and parents' meetings). This will usually be done through effort reports and parent consultation meetings. Parents will receive a copy of their child's effort report in autumn and spring term and a full report at the end of the summer term.

Pupil Feedback

All pupils will have some knowledge of what they need to do to further their progress and achievement. This will be done in the following ways: -

- Through effective feedback in line with the school Marking and Feedback policy
- Assessment for learning to be used throughout the school
- 'Think Pink' and 'Star' to be used to give feedback to pupils during the lesson where appropriate
- Catch My Comment to improve work in lessons
- Self-assessment
- Peer assessment used as appropriate
- SEN – Support staff to discuss IEP targets with pupils as part of their time allocation
- School – Termly pupil progress meetings involving teachers, SLT and SENCO to discuss all groups within class
- Class teachers and the Senior Leadership Team will monitor pupils' knowledge of their targets through classroom observations and discussions with groups.

Special Educational Needs (SEN)/English as an Additional Language (EAL)

Any child identified as having SEN or EAL which is affecting their learning will be referred to the appropriate LA agencies for further assessment. School will work in conjunction with these agencies and assessment information will be gathered in relation to their individual plans, such as education (IEP), speech and language (ILP) or behaviour (IBP). Pupils will have individualised targets and assessments based on their need. This information will also be collated and monitored in school by the Special Educational Needs Co-ordinator (SENCO).

Equal Opportunities

All pupils will have access to the curriculum and assessment procedures irrespective on gender, ethnic background, social background or level of 'Special Educational Need' (SEN). There may be exceptions in the case of a child having a EHCP (Education Health Care Plan) which clearly states that they are exempt from statutory testing requirements. All children will be assessed on their capability to do the assessment activities within school and adaptations and modifications will be used for identified children, e.g. the use of large print for visually impaired children or undertaking the assessment in a child's first language if necessary.



Assessment Cycle (subject to change)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Statutory Assessments	Reception baselines				Y1 Phonic Screening Y2 Optional SATS Y4 MTC Y6 SATS	EYFS Profile
Wellcomm EYFS	x		x		x	
Insight Data for Core subjects		x		x		x
Insight to support core subjects (times tables and phonics)	x	x	x	x	x	x
Insight Data Non-Core – PE, Spanish	X (PE only)	X (PE & Spanish)	X (PE only)	X (PE & Spanish)	X (PE only)	X (PE & Spanish)
Purple Mash (Computing)		x		x		x
Non-Core assessment grids (end of units)	x	x	x	x	x	x
Video evidence for PE and Music	x	x	x	x	x	x
Pupil Progress Reviews with Phase Leader	x		x		x	
Pupil Progress Data with HT/DHT		x		x		x
Phonic Assessments and Screening Tests	x	x	x	x	x	x
Salford Reading Age Tests	x		x		x	
Spelling Tests	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly
Testing for Core subjects		x		x		x
SEN reviews		x		x		x