



GREEN LANES SCHOOL POLICY

Assessment Policy

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary School, we create independent and resilient learners for life.*

Signed by	Signed by Green Lanes governing body
Signed by	Signed by Headteacher
Date Reviewed	Autumn 2025
Next Date for review	Autumn 2026

Purpose

A key aim of our school is that every child will achieve their full potential. Effective assessment enables us to work towards this aim. Effective assessment helps teachers and pupils identify what pupils know and remember and what they need to learn next. This enables us to provide tailored and meaningful learning for all pupils. This policy should be read alongside the Feedback Policy.

Role and responsibilities

The **Headteacher** will ensure that:

- National tests are applied in accordance with the statutory framework.
- All teachers receive training on how to use formative assessment to inform pupils' next steps.
- Feedback complies with the school's Feedback and Marking Policy, and is used to provide pupils with specific guidance on the next steps in their learning.
- A database of pupil attainment is used to track and report on individual and group progress in reading, writing and maths (Arbor) in KS1 and KS2 and on the seven areas of learning in the Early Years Foundation Stage.
- Teaching staff participate in both formal and informal moderation sessions in order to ensure that summative assessments are robust and secure.
- Every term parents are informed about their child's progress and attainment and how they can support their child.
- Results obtained in national tests and examinations are shared as directed.
- Parent consultation meetings take place in November and February, alongside an optional July meeting every year.
- Book looks take place termly, where the child discusses their learning with their parent/carer.
- Any changes required to this policy in light of practice and changes in national requirements are reported to the governing body.

All **staff** are expected to ensure that:

- Pupils are actively involved in learning and self-assessment of progress.
- Assessment is accurate, robust and evidential.
- Each pupil receives feedback about how they have achieved and next steps in their learning (as detailed in the Feedback Policy).
- Results of assessment are used to inform further teaching and learning.

Pupils are encouraged to take responsibility for their own learning through:

- Self-improvement of learning. For example, 'edit and challenge'
- Developing independent learning strategies through for example, utilising appropriate scaffolding and responding to teacher feedback.
- Knowing, remembering and sharing their learning targets and checking their own work to see if these are being met.

The **governing body** is responsible for ensuring that the school website includes information about the school's National Curriculum results and that comparative data is provided.

Statutory Assessments

Foundation Stage

The government's Reception Baseline Assessment is carried out with all pupils within the first six weeks of the autumn term. Internal baseline assessments of the seven areas of learning are also made and the outcomes of these are recorded in Arbor.

In the summer term, end of year assessments are made against the EYFS profile and the key areas of learning. The results of the completed EYFS profile are recorded in Arbor, submitted to the LEA and reported to parents. The GLD (Good Level of Development) is tracked for each cohort against National data to benchmark attainment and analyse trends in groups.

Key Stage One

Phonics Screening

Children in Year 1 undertake a phonics screening in June each year and the results of this screening are reported to the LEA and parents. Children that do not meet the required standard receive additional support throughout Year 2. They then sit the screening again at the end of Year 2.

Key Stage Two

Year 4 Multiplication Tables Check

This check is taken by pupils in the June of Year 4. The check determines which pupils can fluently recall the multiplication tables. Results are collated by the DfE and the pupils' score is sent home to parents.

End of Key Stage Assessments

The school administers the Key Stage Two SATs papers in reading, spelling, punctuation and grammar (SPaG) and mathematics in line with government policy. These test papers are marked externally. Children's attainment in writing is assessed by their class teacher and moderated by either an external moderator or at a moderation cluster session facilitated by county advisors. Children's attainment in science is also teacher assessed at this point. Outcome of teacher assessments in writing and science are then submitted to the DfE.

Outcomes of all end of Key Stage Two assessments are sent home to parents and forwarded on to secondary schools. A summary of outcomes for the school is published on the school website.

Transfer of Records, Reports and Assessment Data

When a child transfers to secondary school or an alternative primary school, and upon receipt of a request from that school, the CTF electronic transfer of the student file takes place. Hard copies of the student file are also sent if requested. Hard copies of the student files are archived in line with GDPR regulations (see GDPR policy)

Arrangements for monitoring and evaluation

The school use Arbor data tracking systems to record and analyse pupil progress and attainment data in reading, writing and maths in Key Stage One and Two and in the key areas of learning in EYFS. This progress and attainment is then discussed during termly pupil progress and attainment meetings. Phonics is tracked using assessment trackers from Little Wandle. The phonics lead monitors these assessments and the provision for pupils based on these.

Subject leaders and the senior leadership team oversee assessment and curriculum outcomes within their areas of responsibility. Pupil book study is used alongside data tracking of individuals and groups as part of this process.

The Headteacher will report to the governing body throughout the year on:

- The outcomes of monitoring and changes in practice that have resulted from them
- The overall standards of progress and achievement at each Key Stage, including the achievement of those pupils who are disadvantaged.
- The impact of external intervention or support on standards
- Feedback received from pupils or parents