

Gwladys Street Community Primary and Nursery School

Assessment Policy



Approved by:	The full Governing Body	Date: September 2024
Last reviewed on:	September 2024	
Next review due by:	September 2025	

This policy was written with staff Mental Health and Wellbeing at the forefront and all staff have been consulted before ratification by the Governing Body.

At Gwladys Street we understand the need to assess each pupil to identify what they know and understand so the next stage of their learning can be planned for to enable them to achieve the best possible outcome by the end of Year 6. Using effective assessment, children will be able to recognise their achievements and celebrate their own successes and as a tool to show progress of each child's learning.

Links to school aims:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided within an Inclusive setting.
5. Where everyone respects each other and works as a team to achieve our goals.
6. Where children develop lively, enquiring minds, self-confidence and independence.

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

At Gwladys Street Community Primary and Nursery School, we use assessment to:

- provide information to support progression in learning through planning
- provide information for target setting for individuals, groups and cohorts
- share learning goals with children
- involve children with self-assessment
- help pupils know and recognise the standards they are aiming for
- raise standards of learning
- identify children for intervention
- raise standards of progress
- inform parents and other interested parties of children's progress
- complete a critical self-evaluation of the school

4. Assessment approaches

At Gwladys Street Community Primary and Nursery School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment for Learning strategies used at Gwladys Street include:

- Working walls
- Self and peer evaluation
- Discussion, talk and modelling
- Marking and feedback - all work is marked in line with the school marking policy and children are aware of how to improve their work
- Learning objective is shared and displayed at the start of every lesson.
- Questioning
- Plans are adjusted to meet the needs of the pupils, through use of resources

4.2 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Assessment of learning (summative assessment) involves judging pupils' performance against national and local standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. Test results describe pupil performance in terms of age-related expectations. At Gwladys Street, we have a termly summative assessment system, so that we can track individual's progress and facilitate interventions when necessary. This summative assessment supports the on-going formative teacher assessments.

The school has a robust Summative Assessment Schedule (found in the Teacher's Planner) which outlines when and what will be assessed. This includes;

- Speech Link (Autumn 1)
- Accelerated Reader (Termly)
- Power Maths (Half termly)
- Read, Write, Inc (every 6 weeks)
- EAL tracker (Half termly)
- Headstart Reading Comprehension (Termly)
- Headstart Grammar (Termly)
- Headstart Science (Termly)

4.3 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/carers** 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
- Year 4 Multiplication Check
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) which are optional for schools
- KS2 (year 6) Statutory Assessments

Assessment in EYFS

On entry to Nursery, our pupils are assessed using Development Matters Age Bands and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. On entry to Reception, our pupils are assessed using the NFER baseline materials. This, together with practitioner observation against Development Matters Age Bands, is recorded and used to inform planning, set targets and aid early identification.

During Nursery and Reception, children will be assessed using the EYFSP and Development Matters which is based on ongoing observations and assessments in the three prime and four specific areas. Every child's developments and achievements are tracked on entry and then each term, and recorded on the school's tracking system.

5. Collecting and using data

Data collections are taken three times a year, Autumn 2, Spring 2 and Summer 2. Staff input their teacher judgements based on formative and summative assessments on to O'Track (schools tracking system). The terminology used will be: below, working towards, expected and greater depth. Not all children may reach 'expected' by the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap.

Children are assessed in Science and the foundation subjects at the end of each unit using emerging, expected and exceeding. Staff input data to O'Track during the three data collection points throughout the school year as stated above.

Staff use the data to plot the information onto the 'Matrix' grids. Staff then dissect this information to complete the year group tables that show progress and standards.

The Assessment Lead uses this information to plot the whole school standards and progress grid and then analyses the data for trends. This analysis is shared with teachers, the Senior Leadership Team and Governors Monitoring Committee and Full Governors.

The data collated is used in Pupil Progress Meetings throughout the year to identify target groups and individuals and ensure resources and interventions are put in place to improve standards and progress.

Throughout the year, staff also input data for Power Maths and Read, Write, Inc. This data is used by the subject leads to analyse the data to identify specific groups or individuals needing additional support. All analysis is shared with the class teacher.

Teacher Workload and Wellbeing is at the forefront of everything we do at Gwladys Street and therefore we plan time into the yearly calendar for staff to work with their year group partner to complete assessment tasks.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Gwladys Street Community Primary and Nursery School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- › During assessments, including internal and external assessments, and coursework
- › To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- › As a research tool to help them find out about new topics and ideas

See our homework policy for more information on how students can and cannot use AI for their assignments.

7. Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Gwladys Street Community Primary and Nursery School we will:

- Hold regular staff meetings to moderate both core and foundation subjects
- Participate in moderation schemes in the Local Authority and with other schools within the Link Learning Network

8. Reporting to parents/carers

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. At Gwladys Street Community Primary and Nursery School, we provide three written report cards throughout the year – Autumn, Spring and Summer. These reports are shared with parents before parent and carer meetings in autumn and spring. These support the meeting and allow teachers to share targets for pupils.

At Gwladys Street Community Primary and Nursery School we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

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.

10. Training

At Gwladys Street, we understand the importance of staff CPD. The Headteacher and Deputy will identify staff needing training. However, staff may request to attend training when needed by speaking to the Deputy Head teacher.

We will provide this by;

- Staff attending moderation and Statutory Assessment Training events held by the Local Authority and the Link Learning Network
- Provide relevant staff with Statutory Assessment Guidance reports as they are published by the Government.

11. Roles and responsibilities

Governing Body
<ul style="list-style-type: none"> • Evaluation of Impact • Hold the Headteacher to account • Whole school overview record • Summary of attainment and progress for each cohort and significant groups
Head teacher
<ul style="list-style-type: none"> • Ensuring that decisions made and agreed are carried out • Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc.) • Holding staff to account through performance management • Ensure targets set lead to improved performance/ rise in attainment
Assessment Lead
<ul style="list-style-type: none"> • Formulate the school's assessment policy in consultation with the Headteacher, staff and governors • Review the policy regularly in the light of statutory requirements and the needs of the school • Provide support and guidance with assessment and keep up to date with current information • Resource school with relevant tests and update assessment cycle • Maintain the tracking data and consult with all staff about the targets set • Highlight pupils who have made no progress or are working below expectations • Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background • Report to governors regarding the policy, statutory test results and cohort targets • Ensure targets set lead to improved performance/ rise in attainment
SLT and Subject Leaders
<ul style="list-style-type: none"> • Monitor the performance in their team • Monitor the performance of vulnerable groups (SENCO) • Analyse and report on attainment and progress in their team for SLT • Highlight areas of strength to celebrate and weakness to support • Moderate and address issues arising from mismatch between data/pupil books/observations etc • Hold teachers to account for performance in their team.
Teachers
<ul style="list-style-type: none"> • Operate within the assessment time frame • Meet or exceed the targets set for each child • Record and analyse pupil/ group results • Highlight areas to celebrate and to address ready for pupil progress meetings • Prepare for pupil progress meetings • Plan for timely intervention where needed and report impact • Record results and input into Insight • Aware of the impact of their performance upon the whole school

12. Monitoring

This policy will be reviewed yearly by the Assessment Lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. All teachers are responsible for ensuring that the policy is followed.

The Senior Leadership Team and Subject Leaders will monitor the effectiveness of assessment practices across the school, through:

moderation, lesson observations, book looks, pupil voice and/or pupil progress meetings.

13. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures