



## Assessment Policy

At Great Binfields Primary we have due regard for our duties under the Equality Act. Through the delivery and monitoring of Assessment, we will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations.

The school follows the requirements set out by the National Curriculum in 2014 and assessment – attainment and progress is measured according to the End of Year Expectations set out for each year group in EYFS, KS1 and KS2. Together with the National Phonics Test for Y1 and the Multiplication Test in Y4.

### **Rationale:**

Assessment is central to teaching and learning at Great Binfields Primary School, but critically it is contextualised within our approach to the implementation of the curriculum, and within our fundamental belief that learning for all children should be based on high expectations, and be exciting and enjoyable.

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

### **Why are children assessed?**

Assessment is part of an ongoing approach. At GBP, we plan, we teach and we assess how the children have achieved and this information informs planning and next stages for the child so they can progress further in their learning. The quality of our school's assessments determines how well we teach the following lesson. When used effectively, formative assessment (daily assessment for learning) helps pupils to embed and connect new knowledge to existing knowledge as well as develop a deep understanding. Our assessment information is used to plan appropriate teaching and learning strategies and targeted support. Assessment information is used to decided starting points and inform teachers of how to modify future lessons or re-shape a lesson whilst teaching. Children are central to this process. We want our children to thrive on knowing what they need to learn and be able, from a young age, to be open about how they prefer to learn and be supported with any barriers that they need to overcome.

### **Aims and Principles:**

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- To provide data to inform the school's strategic planning.
- To have a consistent approach that measures school progress against National Standards and through using exemplification materials.
- To gather information to inform teachers' planning so that teaching meets the needs of all children and ensure progress from the child's starting point.
- Practise and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts.

- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- To allow children to be involved in their own learning, knowing their achievements and what they need to do next to extend their learning.
- To inform the Governing Body of the school's standards and achievement regularly through both Curriculum and Full Governing meetings
- To recognise positive achievements of a child and to highlight children who are exceeding expectations and need challenging
- To identify learning difficulties quickly and give appropriate help
- To inform report writing/ communication with parents
- To aid transition between year groups/ schools, and at entry at EYFS and exit points at Y6 into Y7 at secondary school.

### **Roles and Responsibilities:**

The **Leadership Team** has overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil makes good progress each year. They analyse data whole school and also by groups to spot trends to inform future actions for the benefit of all pupils.

### **The Team Leaders:**

- Monitor and analyse progress and attainment of cohorts/ classes of pupils regularly
- Attend Pupils Progress Meetings to hold staff to account - ensuring that class teachers are using information provided by assessments effectively to impact on progress and attainment
- Support class teachers to identify children/groups/cohorts who need support
- Identify areas for whole school training
- Highlight differences in attainment between children from different groups
- Review how effective current targets and objectives have been achieved e.g. gender, EAL, PP, SEND, mobility
- Ensure that assessments made are accurate by organising whole school moderation/ standardisation exercises

**Team Leaders** will have a clear view of how their subject is assessed throughout the school. They will monitor standards regularly through a monitoring programme of: book scrutiny, pupil interviews, planning scrutiny, joint observations and through analysis of assessment information on Sonar. They will ensure that assessment is clearly linked to improving the quality of teaching and the curriculum by acting on monitoring evidence. Team Leaders will then use the information collected to identify areas for development which they will then act upon, in conjunction with the Leadership Team, who will be kept informed.

Individual **class teachers** are responsible for the implementation of assessment procedures from a child's starting point. Teachers will provide useful and incisive feedback to pupils so that they understand how to improve their learning through next steps marking – using verbal, written or recorded audio. They should keep detailed records on pupils as explained above. Teachers should ensure that any assessment made is used to inform future planning/teaching and that it is relevant. By checking a child's understanding systematically and effectively in lessons, offering clear direction and timely support. Class teachers use ongoing assessments to update Sonar to monitor individuals, groups and targeted children, which in turn informs their planning. Teachers will modify their teaching so that children achieve to the best of their ability by the end of a year or key stage.

Targets should be set with children on an individual basis via marking/feedback in their books. This should inform children as to their progress towards meeting their targets. The class teacher should liaise closely with the Learning Support Assistants allocated to the class and give guidance as to

the nature of any assessments that take place. The class teacher will meet with members of the LT each term to discuss progress, attainment and make judgements of individuals/ groups of pupils and to report on their next steps. It is the duty of the class teacher to report any concerns that arise from assessments they make to the SENCo, VI Manager / Team Leaders / Head teacher as appropriate.

### **Pupils**

Pupils are eager to improve and use feedback from their teacher and LSAs to take their learning forward. This may need support according to the needs of the child.

**Learning Support Assistants** will keep assessment records under the direction of the Class Teacher, SENCo and/or VI Manager for the SEND children with whom she/he is working. The Learning Support Assistant should be aware of individual children's targets, particularly those with special educational needs, and discuss regularly with the child the progress that they are making towards reaching these targets.

**Governors** will monitor whole school progress data, holding Team Leads and SLT to account.

### **How assessment information is gathered through formative and summative data:**

#### **Formative assessment;**

Formative assessments are regular, informal assessments that are used by teachers to assess pupils understanding and inform teaching strategy. The ultimate goal is to collect detailed information that can be used to improve instruction and student understanding while it's happening.

- Through observation - watching children on task.
- Through pre-planned questioning and discussions with children.
- Through photographing, videoing, audio recording learning in progress.
- Through the moderation of children's written learning as a whole staff process and in cohort groups.
- When hearing children read aloud both individually and through guided or blended reading sessions.
- Weekly testing of timetables via RockStars and targeted spellings through Monster Phonics, key vocabulary for year groups or targeted spellings set out through small group sessions
- Early morning intervention for targeted children on specific tasks.

#### **Observational Assessment:**

Teachers can use observational assessment to understand children' learning. Teachers watch, listen and interact as children demonstrate their specific knowledge, skills, understanding and reasoning.

Observational assessment is central to understanding what children really know and can do.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations will provide evidence of attainment in more than one area of learning.

Observational assessment doesn't need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations.

#### **Marking:**

Marking and feedback follows the school's guidance: 'Next Steps Marking and Feedback'. Feedback is instrumental in ensuring that a personalised learning journey for all children is realised. Feedback relates directly to the learning objective for a lesson and to the success criteria in the child's book. It also ensures basic skills are reinforced and misconceptions are addressed.

Immediate 1-1 or small group feedback is used within the lesson to ensure that all pupils receive feedback at the point of need; when the child can make most use of the feedback to improve their learning.

Quality feedback and marking aims to ensure that all children can move their learning forward and teachers know what the gaps are so that they can tailor their planning and teaching accordingly.

**Record keeping:**

- Teachers make jottings on short term planning about individuals/ groups of children and next steps
- Teachers make written comments in children's books and also provide oral/ audio recorded feedback for children.
- Teachers provide children with meaningful targets in books through next steps marking when required
- Teachers record children's progress using Sonar and Tapestry on their IPad, in the form of highlighting objectives achieved and adding pictures/evidence with accompanying notes.
- Teachers record their ongoing assessment information for Maths, Reading SPAG and Writing e.g. RA, SA, on-going and end of term assessments on Sonar.
- Teachers assess the foundation subject areas using GBP school assessment formats at the end of each half term.
- Assessment papers are kept from formal tests, e.g. statutory tests and standardised tests e.g. RA, SA tests, phonics, Timetables, diagnostic tests

**Summative assessments:**

Summative assessments are any method of evaluation performed at the end of a unit or term, allowing teachers to measure a students' understanding against standardised criteria. So, summative assessments are one-off testing, designed to find out what a child knows at the end of a period of learning - whether that be a unit or term.

- Through termly assessments
- Standardised Testing: reading, spelling, comprehension and maths
- Statutory formal assessments: Phonic test (Y1), Time Table Test (Y4) and SATs at the end of Y6

**National Standardised Summative Assessment**

This is used by the government to hold schools to account.

|                               |  |  |
|-------------------------------|--|--|
| EYFS<br>Aged 4 to 5 years old | Baseline assessments for reception children taken within first few weeks of school | The baseline assessment is based on teacher observation on entry to EYFS at GBP. Information from these assessments are used to track individual pupil progress. Results are used to inform planning, set targets and aid early identification of any underachievement and special needs. By having a good understanding of a child's abilities when they start school, teachers will be able to measure progress. |
|                               |  | Assessment evidence informs completion of children's Early years Foundation Stage Profile at the end of their EYFS year in the following areas.  |

|  |  |  |  |
|--|--|--|--|
|  | Statutory framework for the early years foundation stage   | Prime areas of learning  | <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> |
|  |  | Specific areas of learning   | <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>         |
|  |  | Characteristics of effective learning  | <ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>                     |
|  |  | <p>Each child's development and achievements are recorded in the profile. There are 17 Early learning Goals (ELG) descriptors, together with a short narrative describing the child's three characteristics of effective learning. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.</p> <p>Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').</p> |  |
| Year 1<br>Age 5 and 6 years old  | Phonics screening check  | The Phonics Screening Check demonstrates how well children can use the phonics skills they have learned up to the end of Year 1, and to identify pupils who need extra phonics help. The checks consist of 40 words, consisting of 20 non-words (or nonsense words, or pseudo words) and 20 real words. All of which will follow phonics rules the children have been taught.  |  |
| Year 2<br>ages 6 and 7 years old   | Phonics screening recheck  | Children who did not meet the required standard in Year 1 receive tailored intervention and are re-checked in Year 2.  |  |
| Test papers are marked in school by teachers who will use government conversion tables to translate pupils' raw scores into scaled scores to see whether each pupil has met the national expected standard. They will use the scaled score to inform teacher assessments judgements. |  |  |  |
| Year 4<br>aged 8 and 9 years old   | Multiplication tables check  | Children in Year 4 will take part in an online multiplication tables check in June each year. The test consists of 25 times table questions, with the children having 6 seconds to answer each question.   |  |
| Year 6<br>ages 10 and 11 year olds   | Externally set and marked tests in: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Grammar, punctuation and grammar.</li> </ul> | <p>The <b>reading test</b> is a single paper with questions based on 3 or 4 unrelated texts. (One hour including reading time.)</p> <p>The <b>grammar, punctuation and spelling test</b> consists of 2 parts; grammar and punctuation paper and an aural spelling test of 20 words (approx. 25 mins)</p> <p>No formal <b>writing test</b>, ongoing teacher assessment.</p> <p>The maths test comprises of three parts:</p>   |  |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Teacher assessment for writing</li> <li>• Maths</li> </ul> | <ul style="list-style-type: none"> <li>• Paper 1: arithmetic – number, calculations and fractions, decimals and percentages (30 mins)</li> <li>• Paper 2 and 3: mathematical fluency, solving problems and reasoning (40 mins per paper)</li> </ul> |
|--|---|---|

Each pupil registered for the tests will receive;

- A raw score (number of raw marks awarded)
- A scaled score
- Confirmation of whether or not they attained the national standard expected for a year 6 child
- Average score for the school. Local area and nationally.

### **Assessment throughout KS1 and KS2, though both formative and summative assessments take part at each phase of learning:**

In Key Stage 1 and 2 the children are assessed against the National Curriculum expectations – key performance indicators (KPIs) for their year group.

### **Assessment in the EYFS:**

This is ongoing and done on an ongoing basis using Tapestry. This information is transferred to Sonar termly and progress is monitored by the EYFS Leader.

EYFS profile data is used to:

- Inform parents about their child's development against the ELGs and the characteristics of effective learning.
- Support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

### **Assessment in KS1:**

In Key Stage 1 and 2 the children are assessed against the National Curriculum - expectations key performance indicators (KPIs) for their year group.

- Ongoing daily/weekly assessment for learning which informs next steps and meets the needs of all learners.
- Pupils are assessed weekly on their spellings/phonics/Timetables/Numberbonds
- Teacher assessment is ongoing, using Sonar for tracking maths, reading, SPAG and writing. There are 2/ 3 definitive points during the year to input data – at the end of whole term.
- Standardised testing of spelling and reading takes place at the end of each whole term.
- Phonics testing takes place for Y1 in June and in Y2 during June if they didn't achieve the standard in Year 1

### **Assessment in KS2:**

- Ongoing daily assessment for learning informing next steps to meet the needs of all learners
- Children are assessed weekly on their spellings/ tables recall via Rockstars
- Teacher assessment is ongoing, using Sonar to track maths, reading, SPAG and writing
- Standardised testing of maths, spelling and reading comprehension takes place at the end of each term
- Y4 Timetable Tests takes place in June (Summer 1).
- KS2 SATs take place in May (Summer 1) for Y6

### **Records and Information passed on from one year group to the next at the end of the Summer Term**

- Group Lists (Numeracy, English, Guided Reading, Spelling)

- General information on the cohort – transition documents
- End of Year Achievement Reports
- Sonar discussions, referring to children's individual needs
- PPms (Pupil progress Meetings)
- Provision Maps and Profile pictures for SEND/VI pupils
- SEND learning journals
- Reading records
- Guided Group reading Folders

### **Assessment of Foundation Subjects:**

Foundation subjects (Science, Art, PE, History, Geography, DT, RE, Music) are assessed termly in all year groups from Y1 to Y6. Teachers make a judgement as to whether the pupil is working within, below or exceeding the expectations for their year group as laid down in the National Curriculum - key performance indicators (KPIs) for their year group. These judgments are recorded in Foundation Assessment Framework documents which are added to each year as the child moves through the school, enabling progress to be monitored.

### **Sonar**

Sonar is used throughout Great Binfields Primary to monitor progress and attainment of each individual child. Both teacher assessment and test results are entered on an ongoing basis with time set aside each half term to check if the pupils' profiles are up to date. This information will be used during Pupil Progress meetings with a member of the Leadership Team to review the overall progress of the class. Children who are underachieving will quickly be highlighted and provision will be made to support them through the use of class action plans.

### **Vulnerable Groups**

Pupils who are deemed to be falling behind or 'stuck' are categorised as vulnerable. Vulnerable groups include: disadvantaged: free school meals; English as an additional language; summer births; looked after children and those of ethnic minorities. This list is not exhaustive. Any child who falls into a vulnerable group is monitored carefully half termly to ensure that any necessary steps or interventions are provided quickly to enable pupils to make rapid and sustained progress to narrow the gap between themselves and their peers.

### **Individual Needs**

Vulnerable pupils such as SEND, LAC, PLAC, disadvantaged and EAL are also monitored carefully to ensure next steps and interventions are put into place. In some cases where a child is significantly working below the level of the peers in their year group, P-levels are used to ascertain their understanding and achievement.

The responsibility for identifying, assessing and monitoring children with special educational needs, is the responsibility of the class teacher in conjunction with the SENCo. Here this team will work with outside agencies to support the class teacher in providing a scaffolded/differentiated curriculum in order for the child to progress further from their starting points. Assessment procedures support all the aims and practices for the SEND offer/policy in helping each child achieve. (See SEND Offer/Policy and the school's marking policy)

### **Special Educational Needs**

Any children experiencing difficulty in making adequate progress in order to meet expectations will have an IEP. IEPs are reviewed termly where new targets are set to bridge any gaps in learning.

### **Reporting to Parents/Carers:**

Parents are invited to attend a Parents' Consultation Appointment during the Autumn and Spring term to engage in a structured conversation about their child's well-being, learning and development; these are occasions to share any concerns and celebrate achievements across the curriculum. At the meetings, parents/carers are provided with clear and timely information on how well their child

is progressing and how they are achieving in relation to the expected standard for their age. The parents/carers are given details of targets teachers will be working on in class with the child. Parents/carers can however, also use these targets to support their child at home, in order to secure further improvements and understanding. Families are given guidance sometimes in the form of leaflets or web links about how to support their child to make progress in particular areas.

For all children, in the Summer term, parents/carers receive their child's Annual Achievement Report which highlights their child's attainment and progress during the academic year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum end of year expectations as well as recognising personal and social development and achievements. It includes statements as to whether the child has not met/met/exceeded end of year age-related expectations for Maths and English and a grading on effort and learning behaviours. In Maths and English, next step targets for improvement are also highlighted for the following year. The report includes a comment from the child.

Within these reports – for Reading, Writing, Grammar, Punctuation and Spelling and Mathematics – children will receive a teacher judgement / assessment based on how they have achieved against their age – related expectations. Each child – for each of the four curriculum areas – will be assessed as being one of 'working at age – related standards,' 'working towards age – related standards' and 'working below age – related standards.' Below is an explanation of each of these terms:

**Working at age – related standards** A child has fully accessed and worked confidently with their year group curriculum. He or she has fully achieved the key learning performance indicators/objectives within their year group. Reports will also identify – for a child who is 'working at age – related standards' – how that child is being given the opportunity to work at greater breadth and depth, where appropriate.

**Working towards age – related standards.** A child has accessed and worked within their year group curriculum. He or she has achieved a number of the key learning objectives, although not all.

**Working below age – related standards.** A child is working within the standard of a year group curriculum which is below that of their chronological year group.

Within each child's report, class teachers will identify how – if a child is 'working towards age – related standards' or 'working below age – related standards' – they are being supported to close the gap with their age – related standards.

Year 6 parents receive their child's National Curriculum results in the cores areas, giving Teacher Assessments and SATs results.

Parents of children in Year 1 receive their children's Phonic Assessment results and in Year 4 their child's Timetable Check result. Parents are given the opportunity to discuss the contents of the progress report during the summer term Open Evening and are encouraged to respond using the slip provided.

### **Transition and Transfer of Information:**

When pupils move from one teacher to another, transition documents are completed and time is given for quality transition discussion where assessment, achievement, barriers to learning and next steps information about a child is shared. This is also completed in detail when pupils move to another school with the new setting.

**Date: Spring 2026**

**Next review: Spring 2027**