

Grange Primary School



Assessment Policy

Updated: Autumn 2023

To be reviewed: Autumn 2025

Aims

Using the principles and processes of assessment, our aims are 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, attainment and progress;
- identify areas for intervention with individuals and groups of pupils;
- inform parents and other interested parties of children's progress;
- support a critical self-evaluation of the school;
- inform the Governing Board of the school's standards and achievement; and
- meet the legal requirements for record keeping, assessing and reporting.

Types of assessment

We carry out both formative and summative assessments at Grange Primary School.

Formative Assessment

This is the on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Children respond to marking comments and feedback to ensure that they have ownership of their next steps. These are directly linked with questioning and our marking and feedback policy.

Assessment for Learning

Assessment for learning opportunities are a natural part of teaching and learning and constantly take 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 is carried out in the following ways:

- evaluating pupils' learning to identify pupils with particular needs (including those who are able) so that any misconceptions can be addressed in subsequent lessons;
- adjusting plans to meet the needs of the pupils, differentiating objectives where appropriate,
- ensuring pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;
- setting individual, challenging targets in Mathematics and English on a regular basis and discuss these with the pupils so that they are involved in the process;
- regularly sharing these targets with parents to include them in supporting their child's learning;
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- marking work so that it is constructive and informative in accordance with the marking policy;
- incorporating both formative and summative assessment opportunities in medium and short term planning;
- assessing subjects regularly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average; and
- tracking pupils' attainment as they progress through the school.

In foundation subjects, pupils self-assess their knowledge and skills prior to a unit of work and at the end of each unit. Teachers use this to address any misconceptions or fill gaps in learning. Regular opportunities are provided for children to apply the skills and knowledge learnt within units and in a cross curricular form. Prior learning and achievements allow for learning to be built upon across year groups, phases and key stages.

Summative Assessment

Children complete formal PiXL summative tests four times a year. These results, coupled with teacher assessment, are recorded and tracked. Our assessment procedures identify individual and class needs that feed directly into the next steps, individual targets and planning. These outcomes are communicated to both pupils throughout the year, to parents at parents' evening and in children's annual reports. Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The Leadership Team analyse assessment data to identify any gaps in learning and /or the need for class or group interventions or individual targeted tuition.

The Assessment cycle consists of:

- Baseline reception assessment
- Phonics screening check
- End of Key Stage 1 and 2 statutory assessments
- Year 4 Multiplication Tables Check
- Regular assessments in: Mathematics, Reading, Writing, Science and Grammar, Punctuation and Spelling.
- Teacher assessments in all foundation subjects at the end of each unit.
- Foundation subject investigations carried out at the end of each year.

The regular reviewing of tracking data and pupil progress meetings will give teachers, led by senior leaders, the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils that the school can make finely-tuned adjustments for target setting for each cohort. Regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Grange we will:-

- follow the assessment cycle and update the data on a regular basis;
- use information to identify percentages of children working at age related expectations within a cohort;
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups and sets, including pupils identified as gifted and able, pupils with special educational needs and pupils in receipt of Pupil Premium Funding Grant ;
- set cohort targets for Mathematics and English and share information with head teacher, assessment leader, SENCO, subject leaders and governors;
- work with colleagues to moderate and assess writing; and
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals.

In order to determine whether children are meeting age related expectations and have made progress, we assess children using PiXL National Curriculum-style tests. Children will be assessed against age-related expectations at standards based on the scaled score model used for SATs. The categories for assessment are: B / B+ below the expected standard; W / W+ working towards the expected standard, Exp / Exp+ at the expected standard and GD / GD+ above the expected standard.

Reporting

Reporting to parents and families provides the opportunity for communication about their child's achievements, abilities and future targets. Through ongoing communication, this will allow for extra interventions and home learning support.

At Grange Primary School we will:-

- provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled, what progress has been made and what the child needs to learn;
- hold termly work share sessions for parents to view children's work;
- provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment; and
- discuss pupil progress at the request of parent by appointment at any point during the year.

Monitoring and review

Monitoring of the standards of attainment is the responsibility of the Assessment Leader and Senior Leadership Team. Results are analysed to identify attainment and progress made by pupils and for groups of pupils such as those in receipt of the Pupil Premium Grant, gender, vulnerable children and children from an ethnic background. Pupils and groups of pupils who have made less than expected progress or are working below expectations are identified and interventions agreed. The work of the assessment leader also involves providing support and guidance with assessment and keeping up to date with current information. Progress meetings are held with the class teacher and assessment leader to set targets, discuss strategies and evaluate progress against these targets. Statutory tests and cohort targets are reported to the governors.