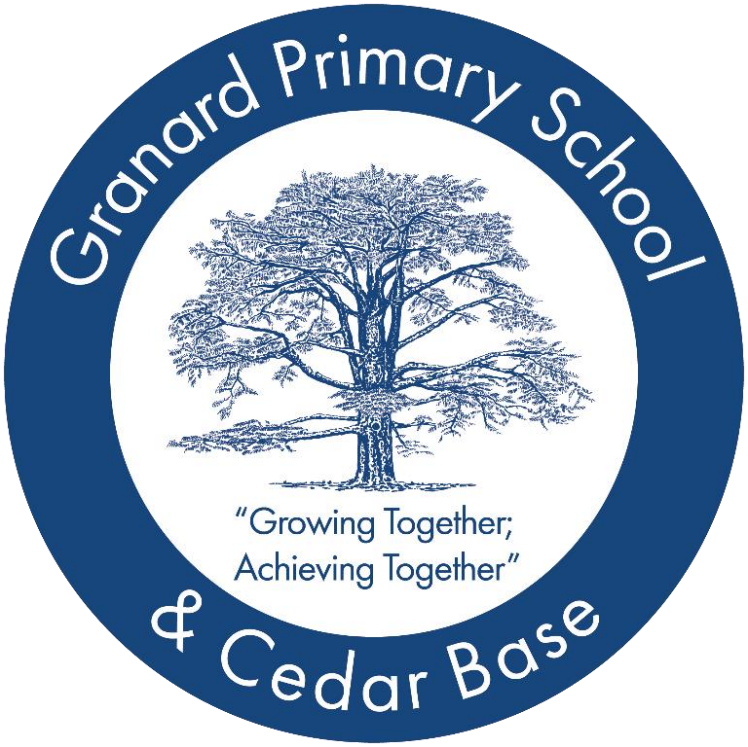
Granard Primary School



Assessment Policy

March 2026

Review Due: March 2029

Types of Assessment

There are three main forms of assessment:

- In school formative assessment, which is used by staff to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- In school summative assessment, which enables the school to evaluate how much a pupil has learned at the end of a teaching period
- Nationally standardised summative assessment, which is used by the Governors and Government to hold Granard to account

Principles for Assessment

At Granard Primary School we believe assessment is fundamental to being able to extend and challenge children's learning so that they can fulfil their potential. It informs planning and provides learning focus in lessons, driving knowledge, skills and understanding. Assessment provides evidence as to the effectiveness of teaching and learning, informing the school of the impact of practice by measuring pupil progress and attainment. We believe that school development should be evidence based. As such, assessment underpins it.

Assessment is at the heart of teaching and learning in our school:

- Assessment provides the opportunity to guide teaching and learning
- Assessment provides the opportunity for children to demonstrate and review their progress

Assessment is based on the National Curriculum and features Performance Descriptors

- Formative assessment is based on specific learning objectives
- Summative assessment is measured using Performance Descriptors
- Performance Descriptors are used to measure achievement against year group expectations. The Performance Descriptors used are **working towards national expectation**, **working at national expectation** and **working at greater depth within the national expectation**
- Pupils working outside of their year group's curriculum are assessed using the Performance Descriptors of the year group's curriculum that they are accessing. In specific cases, 'Primary Steps' is used to assess pupil. This is a tool that breaks learning into small steps, enabling precise and accurate assessment of pupils with significant Special Educational Needs.

Assessment is valid

- Assessment measures the area of learning that it is intended to assess
- Assessments measure what pupils can achieve independently
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is consistent

- Assessments are formed according to agreed principles
- Moderation is used to compare pupils, class, local and national schools

Assessment is transparent

- Assessment outcomes are conveyed in an open and honest way to assist children with their learning
- Results are readily understood by third parties

Assessment is respectfully implemented

- Assessment feedback is positive, focusing on what children can do to develop

- Individually named data is only shared with relevant individuals
- Pupil privacy is maintained

Our Approach to Assessment

Assessment serves many purposes:

- To help teachers and children plan their next steps in learning
- To monitor the impact of teaching and learning
- To shape the curriculum to ensure that it meets pupils' learning needs
- To understand the performance of vulnerable groups
- For target setting and reviewing progress
- Accountability

While these are all significant, Granard believes that the primary purpose is to inform next steps in learning.

Marking (see Marking Policy)

Effective marking underpins all assessment. At Granard, marking aims to provide feedback which enables the children to improve their work. It addresses misconceptions, corrects errors and challenges pupils. Marking promotes positive attitudes; valuing work and celebrating pupils' achievements. Feedback takes various forms including verbal, marking during the lesson, marking at a distance, peer marking and self-marking. In books, a 'Green' and 'Pink' marking system is in operation. This acknowledges success against learning objectives and identifies next steps. Regardless of the form marking takes, it provides opportunities for children to respond and identifies areas for development.

Target Setting

All subjects have lesson specific objectives. Progress against these objectives is teacher assessed with additional teaching for those that have not achieved the objective. Pupils who are not accessing the National Curriculum have specific targets. Teachers are responsible for assessing the pupils against these and providing challenging learning that matches the pupil's individual needs.

End of year targets are set using the Performance Descriptors. These targets are informed by EYFS scores, end of previous year assessment data, end of KS1 National Curriculum Assessments and teacher knowledge.

Assessment in Specific Subjects

Reading

- Staff and pupil self-assessment against lesson learning objectives (in school formative assessment)
- Nursery and Reception observations against the EYFS Curriculum
- Accelerated Reader end of book reading comprehension quizzes (in school formative assessments)
- Ongoing Phonics Assessments in KS1 and KS2, as required (in school formative assessment)
- Years 1 and 2 National Phonics Screening Tests (nationally standardised summative assessment)
- Half termly STAR (Accelerated Reader) reading comprehension assessments (in school formative and summative assessments)

- Termly independent comprehension tests (in school formative and summative assessment)
- End of academic year: Years 3, 4 and 5 Reading Comprehension Tests assessments (in school formative and summative assessment)
- Year 2 non-statutory and Year 6 statutory Reading SATs (nationally standardised summative assessment)

Writing

- Staff and pupil self-assessment against lesson learning objectives (in school formative assessment)
- Nursery and Reception observations against the EYFS Curriculum
- Weekly spelling tests
- Work samples (in school formative assessment)
- Independent writing, assessed against National Curriculum writing grids
- Set genres to be assessed: non-chronological reports, narrative, persuasive writing and recounts (in school formative and summative assessment)
- Termly independent Grammar, Punctuation and Spelling Tests (in school formative and summative assessment)
- End of academic year: Years 3, 4 and 5 Grammar, Punctuation and Spelling Tests (in school formative and summative assessment)
- Year 2 non-statutory and Year 6 statutory Grammar, Punctuation and Spelling SATs (nationally standardised summative assessment)
- Year 6 writing assessment books (nationally standardised summative assessment)

Maths

- Staff and pupil self-assessment against lesson learning objective (in school formative assessment)
- Nursery and Reception observations against the EYFS Curriculum
- Times Table assessments (in school formative and summative assessment)
- Arithmetic assessments (formative assessment)
- Unit assessments administered at the beginning of a unit and then repeated at the end of the unit (in school formative and summative assessment)
- Termly independent Maths tests (in school formative and summative assessment)
- End of academic year: Years 3, 4 and 5 Maths Tests (in school formative and summative assessment)
- Year 4 multiplication tables check (national statutory assessment)
- Year 2 non-statutory and Year 6 statutory Maths SATs (nationally standardised summative assessment)

Science

- Staff and pupil self-assessment against lesson learning objectives (in school formative assessment)
- Investigations (in school formative and summative assessment)
- Half termly assessment against identified aspect of year group or Key Stage programme of study (in school formative and summative assessment)

Foundation Subjects

In foundation subjects (History, Geography, Art, DT, Music, Computing, Spanish, RE, PE and PSHE), assessment is purposeful, proportionate and directly linked to the curriculum intent and expected outcomes for each subject. Teachers use professional judgement and a range of formative assessment approaches including skilled questioning, observation, review of pupils' work and regular opportunities for pupils to recall prior learning to check understanding, identify misconceptions and inform responsive teaching. Assessment is integrated into everyday teaching and supports pupils to build secure knowledge

and skills over time. Assessment focuses on meaningful evidence of learning that supports teaching and progression.

Recording

- Teachers use records to review pupil's progress, set future learning targets, provide evidence of achievement and to form the basis of reports to parents. Records include:
  - Teacher planning
  - Test recording grids (Reading comprehension, GPAS, Maths, unit assessments)
  - Reading records
  - Children's work books
  - Children's assessment books
  - Pupil self-assessment records
  - Teacher's observations
  - Teacher notes
  - EYFS observation Recording System – Evidence Me (2Simple)
  - School Tracking System – Sonar

Early Years Assessment

In Early Years, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents/carers. Evidence Me is used as an online learning platform to both record staff observations of children and as a vehicle for parents/carers to share their children's achievements. These are shared each half term via Parent Share on Evidence Me. Within the first 6 weeks that a child starts Reception, staff administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are shared with parents/carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

Cedar ASD Base

Pupils within the Cedar Base are continuously monitored and assessed in order to highlight successes, as well as consider any barriers to learning for individual pupils. This supports planning next steps. In addition, each term, teachers undertake summative assessments of the levels pupils have achieved.

Pupils are assessed using B-Squared Connecting Steps levels, which is designed to capture the progress and achievement of pupils with special educational needs, who are working below age-related expectations. This framework shows the small steps of progress pupils make and can show the progress a pupil is making as they build up their knowledge across different levels and areas of focus. B-Squared Connecting Steps includes an Autism framework which assesses communication, emotional regulation, flexibility of thought and social interaction.

Within the Cedar Base progress is tracked at appropriate times within the academic year, including baselining and reviewing assessments.

Teachers add supporting evidence using Evisense, such as photos, videos, observation notes and copies (photo of or scanned copy) of pupils' work. This software is also used to evidence day to day learning for all pupils. The evidence and assessment support the identification of short-term targets, and therefore also support children to achieve long term EHCP outcomes. Progress towards EHCP outcomes is assessed formally at an annual review, where progress is reported to parents.

Teacher Workload

Teachers in KS1 and KS2 are expected to log termly teacher assessment judgements on Sonar for reading, writing and maths. Additionally, teachers are expected to log test scores on grids. To reduce workload, all assessment grids are pre-prepared and teachers are not expected to produce data for tracking meetings. This is the responsibility of the Deputy Head and Assessment Leader. Protected time is allocated for these tasks.

Assessment and the accompanied data generated is not a means to itself. It is only required to inform teaching, identify areas of development in the curriculum, target interventions and provide evidence as to the impact of the teaching on learning.

Standardisation and Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement when making judgements. This happens:

- with colleagues in school
- with colleagues from other schools
- by attending LA sessions to ensure that our judgements are in line with national expectations

Standardisation and moderation are also ensured by:

- monitoring of work by Phase Leaders, Subject Leaders and Senior Leadership
- use of tests to corroborate that judgements are in line with national expectations
- comparison of pupil work with national exemplars

Reporting

Reports to Parents

Reports promote and provide:

- Home/School links
- Information for parents
- Involvement by families in children's learning
- An opportunity for learning discussions

Parents' Evenings take place twice during the academic year and a written report is provided annually. All parents are expected to attend and vigorous efforts are made to facilitate this. Other formal reporting includes, where appropriate, meetings with outside agencies and annual reviews for children with an Education, Health and Care Plan (EHCP) or Statements of Special Educational Need. Effective assessment ensures that staff are quickly able to identify how pupils are progressing and parents/carers are reported to as the need arises.

Reports to Governors

Governors are responsible for holding the school to account. An integral part of this is data and analysis. To enable this, assessment information is reported to the identified Governors responsible for data and the Curriculum and Achievement Committee.

Governance, Management and Evaluation of Assessment

The Assessment Leader is responsible for ensuring that the Assessment Policy is fit for purpose. All staff and concerned parties have a responsibility to maintain it. This is essential if Granard is to adhere to its principles for assessment. The specific responsibilities of groups and individuals are as follows:

Data Governors

- Maintain an up-to-date understanding of National Assessment systems and school current data
- In collaboration with the Headteacher, Deputy Headteacher and Assessment Leader, interpret data and identify key information to be presented to the Curriculum and Achievement Committee

The Governing Board's Curriculum and Achievement Committee

- Ensure that the Assessment Policy is effective and in keeping with the ethos of the school
- Hold the Headteacher, Deputy Headteacher, Assessment Leader and staff accountable for the implementation of the policy

Headteacher

- Ensure that the Deputy Headteacher and Assessment Leader maintain the Assessment Policy
- Use assessment information to formulate and implement school development priorities
- Report data to Governors, the School Link Inspector, LA and other concerned parties
- Ensure that the Assessment information displayed on the school website is up-to-date and fulfils the school's obligations to report pupil outcomes

Deputy Headteacher and Assessment Leader

- Liaise with the Headteacher to ensure the Assessment Policy reflects good assessment practice, is in line with current assessment practice and is being implemented effectively
- Interpret published assessment data (i.e. Inspection Data Summary Report and Analyse School Performance Report) and support the Headteacher in ensuring that it informs school development
- Provide clear assessment guidance through staff training and an assessment calendar which defines staff assessment obligations
- Ensure that all National Standardised Assessments are administered in line with Government expectations
- Work with Subject Leaders to develop assessment in their subject
- Lead half termly progress meetings
- Hold Subject Leaders, Phase Leaders and teachers to account for the effectiveness of their assessment practice
- Analyse assessment data, using evidence to inform school development priorities, guide practice and hold staff to account
- Report data to Governors and professionals as required
- Ensure that the policy does not cause unnecessary workload

Subject Leaders

- Liaise with the Deputy Headteacher and Assessment Leader to ensure that subject assessments fulfil the Granard principles of assessment
- Maintain an up-to-date knowledge of assessment in their core subject

- Moderate assessments to ensure their consistency and validity
- Support other staff to develop their assessment practice
- Use assessment data to inform school development priorities, guide practice and hold staff to account

Phase Leaders
- Ensure that all staff in phase are carrying out assessments in line with school policy
- Use assessment data to inform school development priorities, guide practice and hold staff to account

Teachers
- Be responsible for developing own assessment practice
- Carry out assessments of all pupils taught, in line with school policy
- Use assessment information to inform teaching and learning
- Record assessments in format required

Support Staff
- Understand the systems in place to assess children
- Carry out assessment tasks as required by class teacher or line manager
- Be responsible for developing own assessment practice

Reviewed: March 2026

Review Due: March 2029

Approved by: Governor: …….. ……..

Name: ……..…….. Date: ……

Headteacher: ……

Name: …….. Date: ……