



Griffin Primary School

Assessment Policy



1	Summary	Assessment Policy			
2	Responsible person	Louise Pitts			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team and Teaching Staff			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
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1. Introduction

At Griffin Primary School we want all children to make good or better progress and develop positive attitudes to their learning. We recognise that assessment is an integral part of the teaching and learning process and therefore plays an essential role in raising standards in all areas of the curriculum. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. The use of assessments and records of children's attainment and achievement, over time, form an essential part of the school self-evaluation process.

Through assessment at Griffin Primary School, we aim to:

- Gather a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and whole school information so that it can be used to inform target setting, provision and intervention at a range of levels;
- Gather information to inform teachers as to what should be taught next;
- Ensure that assessment, recording and reporting is an integral part of the performance management system;
- Provide information to inform the school's self-evaluation process that will then be built into the school's improvement plan;
- Track the individual progress of every child.

2. Types of assessment

We use two types of assessment: *Assessment for learning* and *assessment of learning*.



Assessment for Learning

Assessment for Learning is central to children recognising and achieving their potential. It is predominantly about supporting improvement, taking place during the learning process as it is forward looking. Common questions include “How have I progressed?” or “What help does s/he need now to help him/her move forward?”

‘Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go now and how best to get there.’ (Primary Framework, 2007)

Assessment of Learning

Assessment of Learning or summative assessment assesses previous learning, associated with making judgments based on standardised scores or levels. Assessment of Learning is retrograde viewing usually at the end of a unit/s of work asking questions such as, ‘Is s/he working at end of Year expectations?’

Both Assessment for Learning and Assessment of Learning are essential to raise standards and are used in all year groups.

3. Target setting

Every child in Years 1 to 6 at Griffin Primary School is targeted to achieve EXS in Reading, Writing and Maths; and Reading, Writing, Maths combined. Some pupils will be targeted to achieve GDS. Each pupil is rag rated against these expectations in regular RAG meetings which take place each half term. The rag rating is based on prior starting points, current evidence in books and the progress being made.

Pupils in Nursery have individual targets set for achieving 3-4 years by the end of Nursery; and in Reception have individual targets set for achieving GLD by the end of Reception.

Pupils in Year 1 have individual targets set for achieving a pass in the Phonic Screening Check; and pupils in Year 4 have individual targets set for achieving at least 20+ in the Multiplication Check.

Every term pupils are assessed against either the EYFS Profile areas of learning, progress towards end of year expectations for Years 1-6 and for SEN pupils, the pre-key stage Standards.

4. Statutory assessment

Foundation Stage

In the first half term of Reception, pupils complete the Reception Baseline Assessment (RBA). The RBA is a short, interactive and practical assessment of a pupil’s early literacy, communication, language and mathematics skills when they begin school. The data from the RBA is used to identify progress between Reception and the end of Year 6.



At the end of the Foundation Stage, pupils are assessed to ascertain whether they have achieved a Good Level of Development (GLD). The results of this are sent to the local authority. This measure assesses children's attainment against the prime areas of learning, which are: communication and language, physical development and personal, social and development; and the specific areas of literacy and mathematics.

Key Stage 1

In Year 1, teachers administer the Year 1 phonics screening check. This takes place in the Summer Term; the results are sent to the local authority.

Key Stage 2

In Year 4, teachers administer the Year 4 Multiplication Check. This takes place in the Summer Term.

In Year 6, teachers administer the Year 6 SATs tests. These are carried out according to the STA test administration guidance. These take place in May. The tests are marked externally with results shared with the school in July. Year 6 teachers will also make teacher assessments for each child in Reading, Writing, Maths and Science.

5. Non-statutory assessment

Every child in EYFS is baselined in the first half of the Autumn Term. For Nursery pupils this must be completed within 4 weeks of their start date. Baseline data is submitted to the local authority in October of each academic year. Termly assessments are collated and analysis of this data is used to develop the provision, resource enhancements and inform planning and interventions. Evidence to support assessments in EYFS is collected throughout the year in a range of forms: observations, photographs, videos and teacher knowledge of the child. This evidence is collated and stored on Tapestry.

In Phonics, pupils are assessed every half term according to the phonic phase they are working in using the Little Wandle phase assessment sheets. The results of these assessments are inputted onto a heat map, which is used to inform gaps in knowledge to address during revisits in Phonics lessons, intervention groups and progression into the next phonic phase group. Year 1 pupils, and those retaking the phonic screening check in Year 2, complete termly practice Phonic Screening Check tests to familiarise with the format and how it will be administered in June.

In Reading, pupils are assessed at the end of Year 1 and into Year 2 using the Little Wandle Reading Fluency assessments. For some pupils, these are continued into Year 3. For pupils in Year 3, 4, 5 and 6 a fluency rubric is used each term to assess their fluency ability.

In Maths, pupils are assessed weekly using Times Table Rockstars Soundchecks in Year 3, 4 and 5; and half-termly in Year 6. Practice MTCs are used termly for pupils in Year 4. Pupils in Year 6 are assessed in arithmetic weekly; and for pupils in Year 1 to 5 they are assessed in arithmetic half termly. Pupils in Year 1 to 6 complete end of term White Rose Maths assessment booklets, as well as end of unit assessment questions.



In Year 2, teachers administer the optional Year 2 SATs tests. These are carried out according to the STA test administration guidance. These take place during the Summer Term. In addition to these tests and their standardized scores, the Year 2 teachers will also make a teacher assessment judgement for Writing.

Pupils in Years 3, 4 and 5 are assessed using the NFER standardised tests in Reading and Grammar, Punctuation and Spelling (GPS) termly. The information gathered from these tests are used to inform end of term teacher assessment. Pupils in Year 1 are assessed in NFER Reading and Maths during the Summer Term.

Pupils in Year 6 are assessed in Reading, Maths and Grammar, Punctuation and Spelling (GPS) half termly using past KS2 SATS papers.

For pupils in Years 1 to 5, pupils are assessed in Writing termly; and in Year 6 half-termly, using the Venn KPI and TAF assessment sheets.

The Venn assessment timetable is used ensures regular summative assessments take place. The outcomes of these are used to inform termly teacher assessments, daily planning and intervention groups where needed.

6. Data collection

Termly data collection

Teacher assessment data for Reading, Writing and Maths is collected in termly. At the end of each term this has a focus towards those pupils on track for EXS or GDS and those not on track to meet this expectation. This data is collected on Insight. All data is analysed by the both the class teacher and SLT. The outcomes from the analysis are discussed during RAG meetings and are used to inform changes to planning, environments or resources.

Teacher assessment data is not collected for foundation subjects termly. At the end of each year, teachers report on whether the pupils achieved the expected standard for each subject only.

7. RAG meetings

RAG meetings are held regularly between the Head of School and the class teachers. The meetings are an opportunity to discuss the progress towards EXS or GDS, any pupils causing concern and the progress of groups of pupils in the class. Specific questions may be asked, based on data analysis findings; and evidence scrutinies will take place to support discussions.

8. SEN

The identification and assessment of pupils with SEND follows the Graduated Approach set out in the SEND Code of Practice 2014. Some of the assessment tools



used in this process are standardised tests, criterion-referenced assessments and checklists and questionnaires for pupils.

A pupil with SEND will have a baseline assessment using the pre-key stage standards, and prior teacher assessment, to establish their starting points in Reading, Writing and Maths. Each term teachers evidence progress through a pre-key stage standard by highlighting the objectives they have met in the standard they are working on.

9. Moderation

At Griffin Primary School we understand the importance of moderation to verify judgements. Assessment results are moderated by members of the SLT, including the Reading, Writing and Maths subject leaders. Moderation also takes place with external professionals and with other staff across Venn. Early career teachers are given additional support when assessing and moderating work. The moderation process results in assessments that are accurate and encourages staff to develop their assessment skills.

The school is part of Venn Academy Trust and will meet with partner schools to moderate and triangulate judgements. Where possible the school welcomes any additional support from the local authority. Management release time will be used to moderate judgements and evaluate learning that is taking place. Work should be scrutinised and evidence kept supporting judgements.

10. Reporting to parents

There are a number of ways in which we report to parents.

- Informal meetings;
- Formal consultation evenings and meetings organised for a specific purpose;
- Open classrooms.
- Annual written reports to parents.

At the end of the Summer Term a report will be sent to parents and will inform parents of their child's progress in all subjects and set areas to develop for the year ahead. Each report will include the child's attainment, in Year 6 the SATs results will also be included; and in Year 1 the results of the Phonic Screening Check.

Over the course of an academic year there will be a minimum of 2 and no more than 3 Parent Consultation meetings. These will take place in each of the three terms and will be a less formal meeting in the summer term. There will be the opportunity to discuss such things as progress, how children have been working in class, homework completed and suggested ways to support the child further.

This policy will be reviewed as and when required.