



Assessment Policy
Updated: September 2025
Next Review: September 2026

1. Introduction

At Green Park Primary School, assessment is at the heart of effective teaching and learning. It enables teachers to understand pupils' strengths and next steps, informs planning, supports curriculum implementation, and ensures all pupils make good progress from their individual starting points. Assessment at Green Park is purposeful, consistent, and used to raise standards for all learners.

2. Aims of the Assessment Policy

Our assessment procedures aim to:

- Provide accurate and timely information about pupils' attainment and progress.
- Ensure teaching is responsive and adapted to meet pupil needs.
- Identify pupils who may require additional support or challenge.
- Inform pupils and parents about achievements, next steps, and how to improve.
- Support school self-evaluation, strategic planning, and reporting to governors.
- Ensure consistency and fairness across year groups through moderation.

3. Guiding Principles

Assessment at Green Park is:

- Meaningful
- It directly informs teaching and learning and avoids unnecessary workload.
- Manageable
- Assessment processes are streamlined and purposeful.
- Motivating
- Pupils understand what they have achieved and what they need to do next.
- Inclusive
- Assessment supports all pupils, including those with SEND, EAL, and disadvantaged pupils, recognising that progress may look different for different children.
- Reliable
- Moderation ensures consistency within year groups, across the school, and externally.

4. Types of Assessment

4.1 Formative Assessment (Assessment for Learning)

Formative assessment is carried out continuously and includes (but are not limited to)::

- Live marking and verbal feedback.
- Retrieval practice, quizzes, and questioning.
- Pupil self-assessment and peer assessment.
- Use of success criteria and worked examples.
- Monitoring independent work for misconceptions.
- Formative assessment informs daily adaptations to planning and teaching.

4.2 Summative Assessment (Assessment of Learning)

Summative assessments are used to evaluate learning at key points throughout the year. At Green Park, these include (but are not limited to):

- Termly for year 6 and every other term for 1-5 reading, writing, and maths assessments (e.g., NTS, White Rose, Teacher Judgements for writing).
- Phonics screening checks (practice and statutory).
- Multiplication Tables Check (Year 4).
- End of Key Stage SATs (Years 2 and 6).
- Foundation subject assessments recorded through termly knowledge and skills trackers.

Summative data is analysed to:

- Monitor progress.
- Identify pupils needing additional support or intervention.
- Inform pupil progress meetings.
- Contribute to whole-school improvement.

4.3 Diagnostic Assessment

Used when more detailed information is needed to understand specific barriers or needs.

This may include:

- Speech and language screeners.
- Reading age assessments.
- SEND screening tools.
- Observations, checklists, and work scrutiny.

This informs personalised planning and targeted support.

5. Assessment in the Curriculum

English

Writing is assessed using school writing frameworks aligned to TAF expectations.

Reading is assessed through comprehension assessments, fluency checks, and ongoing teacher assessment.

Phonics is assessed through Little Wandle/phonics scheme assessments.

Mathematics

- White Rose end-of-block and end-of-term assessments can be used to inform progress.
- Times tables and arithmetic fluency checks are completed regularly.

Foundation Subjects

Key knowledge and skills are assessed at least termly.

Teachers use simple tracking to identify 'working towards', 'expected', or 'greater depth'.

6. Assessment for Pupils with SEND

Assessment for pupils with SEND follows the same principles but acknowledges personalised learning:

Progress is measured against individual starting points.

- Outcomes from EHCPs or provision plans are reviewed termly.
- Pre-key stage standards or engagement model may be used where appropriate.
- Small-step assessments track learning in Communication & Interaction, Cognition & Learning, SEMH and sensory and physical.

7. Recording Assessment

Teachers will record assessment information using the school's agreed systems:

- Data input onto the school tracking system.
- Reading and phonics trackers updated. Phonics is recorded on the Little Wandle system.
- Writing assessments moderated and recorded termly.
- Foundation subject trackers completed termly.
- SEND support plans updated and reviewed every other term.

8. Moderation

To ensure accuracy and consistency:

- Termly in-school moderation meetings take place, either in year groups or as a whole school.
- Cross-school/collaboration moderation opportunities are scheduled annually.
- Year 2 and Year 6 participate in external moderation as required.
- Subject leaders monitor assessment consistency through book looks and pupil voice.

9. Reporting to Parents and Carers

Parents receive:

- Parent consultation meetings are completed twice a year to discuss progress.
- Annual written report detailing progress and attainment in all subjects.
- Additional meetings where concerns or SEND support is in place.
- Guidance on how to support learning at home.

10. Roles and Responsibilities

Senior Leadership Team

- Ensure assessment processes are effective and manageable.
- Analyse whole-school data to drive improvement.
- Report to governors.

Teachers

- Use assessment to inform planning.
- Provide high-quality feedback.
- Record accurate assessment data.

Teaching Assistants

- Support formative assessment and feedback.
- Contribute to assessments for SEND pupils.

Governing Body

- Monitor standards and statutory compliance.

11. Statutory Assessment

Green Park adheres to all national expectations including:

- EYFS Baseline.
- EYFS Profile.
- Phonics Screening Check.
- Multiplication Tables Check.
- End of Key Stage Assessments.

12. Monitoring and Review

This policy will be reviewed annually or in response to changes in statutory assessment requirements. Feedback from staff and governors will inform amendments.