





Assessment policy





Reviewed: September 2026



Next Review: September 2027

GREEN PARK COMMUNITY PRIMARY SCHOOL

Assessment Policy

2026–2027

Policy owner	Headteacher / Assessment Lead
Approved by	Governing Body
Date approved	September 2026
Review date	September 2027
Applies to	Reception to Year 6
Curriculum model	Knowledge-rich, carefully sequenced, topic-based and cross-curricular where appropriate
Related policies	Curriculum; Teaching and Learning; SEND; Feedback; EYFS; English; Mathematics; Behaviour; Safeguarding; Pupil Premium

Assessment at Green Park is used to understand what pupils know, remember and can do, to identify gaps and misconceptions, and to improve teaching and learning. It is not an end in itself.

1. Policy Statement

Green Park Community Primary School is committed to an assessment approach that is purposeful, accurate, inclusive and closely connected to the curriculum. Our assessment practice supports the school's curriculum vision: pupils should develop secure knowledge and understanding, make connections between ideas, remember important learning over time and become increasingly independent learners.

The school does not assess simply for the purpose of producing data. Assessment is used to inform teachers' decisions, adapt teaching, identify pupils who need additional support or greater challenge, evaluate curriculum implementation and ensure that leaders have an accurate understanding of pupils' attainment and progress.

Assessment is therefore integral to the curriculum rather than a separate activity. The long-term curriculum, medium-term planning, subject progression maps and assessment processes are designed to work together.

2. Aims

- To ensure assessment is aligned with the knowledge, skills, vocabulary and understanding identified in the school curriculum.
- To establish what pupils know and remember before, during and after teaching.
- To identify misconceptions and gaps quickly so that teaching can respond.
- To support teachers in making accurate judgements about attainment and progress.
- To provide appropriate challenge and support for all pupils, including pupils with SEND, disadvantaged pupils and pupils working below or above age-related expectations.
- To ensure statutory and school-based assessments are administered accurately and used appropriately.
- To provide reliable information to pupils, parents/carers, teachers, leaders and governors.
- To reduce unnecessary assessment workload and protect teaching and learning time.
- To use assessment information to evaluate the impact of the curriculum and inform school improvement.

3. Principles of Assessment

Assessment at Green Park will be:

Principle	What this means at Green Park
Integral	Assessment is embedded within curriculum planning and everyday teaching.
Purposeful	Every assessment activity has a clear reason and informs teaching, intervention, reporting or evaluation.
Proportionate	The amount of assessment is appropriate to the age, subject and purpose; teachers will not collect evidence simply because it can be collected.
Accurate	Judgements are based on a sufficiently broad range of evidence and are moderated where appropriate.
Inclusive	Assessment arrangements recognise pupils' individual needs and do not create unnecessary barriers.
Consistent	Teachers use agreed curriculum expectations, assessment points and moderation processes.
Responsive	Assessment information is used promptly to adapt teaching and address misconceptions.
Cumulative	Teachers consider what pupils have learned over time, not just performance in one assessment.

Knowledge-focused	Assessment checks the essential knowledge and vocabulary pupils are expected to retain as well as the application of that knowledge.
Developmental	Assessment supports pupils to understand what they know, what they need to improve and how they can improve.

4. Assessment and the Green Park Curriculum

The school's curriculum is organised through a clear progression of knowledge and skills. Topic-based and cross-curricular approaches are used where they strengthen learning, while subject-specific knowledge and disciplinary thinking remain explicit.

Assessment therefore reflects the structure of the curriculum by considering:

- the knowledge pupils are expected to learn and retain;
- subject-specific vocabulary;
- the skills and processes pupils are expected to develop;
- the connections pupils can make within and across subjects;
- the extent to which pupils can apply learning independently and in new contexts;
- whether prior learning is secure enough to support future learning;
- the development of reading, writing, mathematical and wider curriculum knowledge;
- the school's values of Leadership, Organisation, Resilience, Initiative, Communication and Kindness where these are meaningfully demonstrated through learning.

Teachers use the school's long-term curriculum, medium-term plans and subject progression maps to identify the intended learning. Assessment is then used to establish whether pupils have secured that learning and what needs to happen next.

5. The Three Forms of Assessment

5.1 Formative Assessment – Assessment for Learning

Formative assessment is the continuous process of gathering information during teaching and learning. It is the most frequent form of assessment at Green Park.

- Questioning and discussion.
- Retrieval practice and recall activities.
- Checking prior knowledge at the start of new learning.
- Mini-whiteboards and whole-class response systems.
- Observation of practical activity and application.
- Review of independent work.
- Teacher modelling followed by checking for understanding.
- Short quizzes and knowledge checks.
- Peer and self-assessment where appropriate.
- Identifying misconceptions during lessons.
- Immediate feedback and responsive teaching.

Formative assessment should influence what happens next. Teachers may re-teach, provide additional practice, change the level of challenge, alter grouping, provide scaffolding or move learning forward when pupils are secure.

5.2 In-School Summative Assessment

Summative assessment provides a structured opportunity to review attainment after a period of learning. It is used selectively and should complement, not replace, teachers' ongoing assessment.

- End-of-unit or end-of-sequence assessments where appropriate.
- Termly or agreed assessment points in core subjects.
- Reading and phonics assessments.
- Mathematical fluency and calculation checks.
- Writing outcomes assessed against agreed curriculum expectations.
- Subject-specific knowledge checks where appropriate.
- Standardised or commercially produced assessments where they add value and are used appropriately.
- Teacher assessment based on a broad range of evidence.

5.3 National and Statutory Assessment

The school will administer statutory national assessments in accordance with the relevant Standards and Testing Agency assessment and reporting arrangements.

- Reception Baseline Assessment, where applicable.
- Year 1 Phonics Screening Check and Year 2 resit where required.
- Year 4 Multiplication Tables Check.
- Year 6 end-of-key-stage national curriculum tests.
- Statutory end-of-KS2 teacher assessment in English writing and science.
- Any other statutory assessment introduced by the Department for Education.

Current national position: For 2026, the statutory status of the phonics screening check, Multiplication Tables Check and KS2 assessments remains unchanged. End-of-KS1 teacher assessment is no longer statutory, although schools may use the optional frameworks to support classroom assessment.

6. Baseline and Starting Points

Teachers establish an understanding of each pupil's starting point. This includes information from previous teachers, prior attainment, statutory assessments, SEND information, parental information and appropriate baseline activities.

- Reception uses the statutory Reception Baseline Assessment where applicable alongside teacher knowledge and ongoing observation.
- At the beginning of each year, teachers review prior attainment and key information to identify strengths, gaps and priorities.
- New pupils are assessed proportionately so that teaching can be adapted without subjecting pupils to unnecessary testing.
- Starting points are used to plan appropriate provision and are not used to place fixed limits on pupils' potential.

7. Assessment Points Within the Curriculum

Assessment is built into curriculum sequences at appropriate points. A typical sequence may include:

1. Identify prior knowledge and prerequisite knowledge.
2. Teach new knowledge explicitly.
3. Check understanding and address misconceptions during teaching.
4. Provide guided and independent practice.
5. Use retrieval to strengthen retention.
6. Assess the intended outcome at an appropriate point.
7. Identify pupils who need further teaching, consolidation or challenge.
8. Revisit important knowledge later to check whether it has been retained.
9. Use assessment information to inform future planning and progression.

Teachers are not expected to assess every objective formally. Professional judgement should determine the most useful evidence for each subject and unit.

8. Assessment Across the Curriculum

8.1 English

- Reading is assessed through decoding/phonics where relevant, fluency, vocabulary, comprehension, inference, retrieval and response to increasingly complex texts.
- Writing is assessed through pupils' ability to apply taught grammar, punctuation, spelling, vocabulary, sentence structure, composition and disciplinary writing features.
- Teachers assess writing through purposeful outcomes as well as specific assessment activities.
- Writing judgements are based on a range of independent work over time rather than a single piece.

8.2 Mathematics

- Assessment focuses on fluency, mathematical understanding, reasoning and problem-solving.
- Teachers identify whether pupils can apply knowledge independently and in unfamiliar contexts.
- Calculation, number facts and multiplication facts are checked regularly.
- Assessment informs targeted practice and intervention.

8.3 Science

- Assessment reflects scientific knowledge, vocabulary, understanding of concepts, enquiry skills and the ability to apply scientific thinking.
- Teachers assess both substantive knowledge and disciplinary knowledge through discussion, practical work, written outcomes and appropriate checks.

8.4 Foundation Subjects

In history, geography, art, design and technology, computing, music, PE, languages, RE and other curriculum subjects, assessment is aligned to the school's subject progression maps. Teachers assess the essential knowledge, vocabulary and skills identified for each unit and year group.

- Foundation subject assessment will not be reduced to generic skills statements.
- Subject leaders identify the important knowledge and disciplinary processes that pupils should secure.

- Teachers use questioning, pupil work, practical outcomes, retrieval and end-of-unit checks as appropriate.
- Assessment evidence is proportionate to the subject and its curriculum.

9. Early Years Foundation Stage

In Reception, assessment is primarily based on observation, interaction and professional knowledge of children in their everyday learning. The statutory Early Years Foundation Stage framework is followed.

- Assessment is woven into play, adult-led learning and daily routines.
- Teachers identify children's interests, strengths, emerging knowledge and next steps.
- The Reception Baseline Assessment is completed within the statutory timeframe.
- At the end of Reception, teachers complete the Early Years Foundation Stage Profile in accordance with statutory requirements.
- Assessment information supports transition into Year 1.

10. Assessment of Pupils with SEND

Assessment is inclusive and is used to understand the learning needs of pupils with SEND. Pupils should be assessed against the curriculum they are being taught, with reasonable adjustments made where appropriate.

- Teachers use the assess-plan-do-review cycle to evaluate the impact of additional provision.
- Where pupils are working below age-related expectations, assessment may draw on pre-key stage standards or the engagement model where the statutory criteria are met and use B Squared.
- Assessment should identify small steps without creating a curriculum ceiling.
- Access arrangements must not give an unfair advantage but should remove barriers where permitted.
- Evidence from specialist assessments and professional advice is considered alongside teacher assessment.
- Progress towards individual outcomes is reviewed alongside progress through the curriculum.

11. Disadvantaged and Other Vulnerable Pupils

Assessment information is used to identify whether disadvantaged pupils and other vulnerable groups are learning and progressing successfully. Leaders will avoid assuming that a group of pupils has a particular need and will instead use evidence to identify barriers and appropriate action.

- Group information is reviewed alongside individual pupil information.
- Leaders consider attainment, progress, attendance and participation where relevant.
- Interventions are evaluated for impact rather than simply recorded as provision.
- Where gaps persist, leaders consider curriculum, teaching, attendance, pastoral and wider barriers.

12. Feedback and Marking

Feedback is an important part of assessment but is not synonymous with marking. The school's feedback approach prioritises timely, useful responses that help pupils improve learning.

- Feedback may be verbal, written, whole-class or through live marking.
- Teachers identify misconceptions and address them through teaching.
- Written feedback is used when it adds value.
- Feedback should be manageable and proportionate.
- Pupils should have opportunities to act on feedback where appropriate.
- Teachers should avoid marking practices that create workload without improving pupil learning.

13. Recording Assessment Information

The school records assessment information in agreed systems so that it can be used effectively without creating unnecessary workload. Teachers retain appropriate evidence in books, electronic systems and other agreed records.

- Not every assessment activity needs to be recorded.
- Teachers should record significant assessment information that informs planning, intervention, reporting or statutory requirements.
- Assessment data must be accurate and entered within agreed timescales.
- Records must be stored securely and handled in accordance with data protection requirements.
- Teachers must not retrospectively manufacture evidence to fit an assessment judgement.

14. Data Collection and Analysis

The school uses assessment information to understand patterns of attainment and progress and to identify where action may be required. Data analysis is a tool for professional enquiry, not a replacement for professional judgement.

- Assessment information is reviewed at agreed points during the academic year.
- Leaders identify pupils who are not making expected progress or who have significant gaps in learning.
- Subject leaders use assessment information to evaluate curriculum implementation.
- SLT considers patterns across year groups, subjects and pupil groups.
- Governors receive appropriate summary information to support challenge and oversight.
- Data is not used to create unnecessary competition between pupils or teachers.

15. Moderation and Teacher Judgement

Moderation is used to improve the accuracy and consistency of assessment judgements. It is particularly important in writing and other areas where teacher professional judgement is central.

- Teachers moderate samples of work within year groups and across phases where appropriate. Moderation is also completed with other schools.
- Teachers use the school's curriculum expectations, progression maps and agreed exemplification.
- External moderation or local authority moderation is undertaken where statutory requirements apply.
- Teachers discuss borderline or uncertain judgements and reach an evidence-based decision.
- Moderation should support professional development rather than simply check compliance.

16. Reporting to Parents and Carers

Parents/carers receive clear information about their child's learning, attainment and progress in accordance with statutory requirements and school arrangements.

- Formal written reports are provided at least annually.
- Parents/carers are given opportunities to discuss progress at parent meetings.
- Reports identify strengths, areas for development and, where appropriate, targets or priorities.
- Statutory national assessment results are reported in accordance with national requirements.
- Teachers will communicate significant concerns about progress or attainment rather than waiting for a formal reporting point.

17. Transition

Assessment information supports continuity between classes and phases.

- Teachers share relevant assessment information with the next teacher.
- Transition information includes attainment, gaps, SEND information, interventions and effective strategies where appropriate.
- Year 6 statutory outcomes and relevant assessment information are transferred to secondary schools.
- Early Years assessment information supports transition from Reception to Year 1.

18. Assessment, Intervention and Catch-Up

Assessment is used to identify pupils who require additional teaching or support. Interventions should be based on a clearly identified need and should have a defined intended outcome.

- Teachers identify the specific knowledge or skill gap.
- Provision is planned to address the identified gap.
- Progress is checked during and/or after the intervention.
- Where an intervention is not successful, leaders consider whether the approach, duration, staffing or underlying need needs review.
- Intervention should not routinely replace access to a broad and ambitious curriculum.

19. Challenge and Greater Depth

Assessment should identify pupils who are ready to deepen their understanding. Greater depth is not defined by completing more work or simply moving on to content from the next year group.

- Teachers provide opportunities to explain, reason, justify, connect and apply knowledge.
- Pupils are challenged through increased depth, complexity and independence.
- Assessment identifies whether pupils can transfer knowledge to unfamiliar contexts.
- Subject leaders ensure that progression maps include appropriate challenge.

20. Assessment Calendar

Period	Main assessment activity	Purpose	Leadership use
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Autumn 1	Baseline / retrieval / prior attainment review	Establish starting points and immediate gaps	Identify priorities
Autumn 2	Curriculum assessment point	Review learning from first teaching sequences	Adapt provision
Spring 1	Mid-year review	Evaluate progress and identify gaps	Target support and curriculum response
Spring 2	Curriculum assessment point / statutory checks as applicable	Check retention and application	Inform planning
Summer 1	National assessments / curriculum assessment	Statutory reporting and end-of-year learning review	Evaluate attainment
Summer 2	End-of-year teacher assessment / transition	Summarise attainment and support transition	Whole-school evaluation

21. Statutory Assessment Arrangements

The school will follow the current Standards and Testing Agency Assessment and Reporting Arrangements and any subsequent updates.

- Reception Baseline Assessment: administered in accordance with current statutory arrangements.
- Year 1 Phonics Screening Check: statutory and administered in accordance with the annual ARA.
- Year 2: pupils who did not meet the phonics standard previously will normally complete the screening check again in Year 2.
- Year 4 Multiplication Tables Check: statutory and administered in accordance with the annual ARA.
- Year 6 KS2 tests: statutory and administered in accordance with the annual ARA and test administration guidance.
- Year 6 statutory teacher assessment: English writing and science are assessed and reported in accordance with current statutory requirements.
- Optional KS1 assessment may be used where the school considers it useful, but end-of-KS1 teacher assessment is not statutory.
- Where pupils are working below the standards of the national curriculum, relevant pre-key stage standards and the engagement model will be used where the statutory criteria apply.

Assessment changes: National assessment arrangements may change following the Curriculum and Assessment Review. The school will update its assessment arrangements when the Department for Education or Standards and Testing Agency publishes new statutory requirements.

22. Access Arrangements and Reasonable Adjustments

The school will make appropriate access arrangements for statutory and internal assessments in line with current guidance. Arrangements must reflect a pupil's normal way of working where required and must not advantage or disadvantage pupils.

- Teachers and the SENCO identify appropriate access needs.
- Statutory assessment access arrangements are implemented only where permitted and in accordance with the relevant guidance.
- Internal assessments are adapted where necessary to allow pupils to demonstrate what they know and can do.

- Reasonable adjustments are considered in accordance with the Equality Act 2010.

23. Workload and Professional Practice

Green Park recognises that excessive assessment and marking can reduce teachers' capacity to plan and teach effectively. The school therefore expects assessment to be efficient, purposeful and manageable.

- Teachers should not assess simply to create evidence for monitoring.
- Leaders will avoid unnecessary duplication of data entry.
- Assessment activities should be planned as part of teaching rather than added to the curriculum as separate tasks.
- Book scrutiny and pupil voice will focus on the quality of learning and assessment rather than the volume of marking.
- Leaders will regularly review whether assessment processes remain proportionate.

24. Roles and Responsibilities

Role	Responsibility
Governing Body	Ensure there is an effective assessment policy and appropriate oversight of standards and statutory assessment.
Headteacher	Ensure assessment arrangements are implemented, statutory requirements are met and assessment supports school improvement.
Assessment Lead	Coordinate assessment systems, support staff, analyse information, lead moderation and review assessment practice.
SLT	Use assessment information to evaluate curriculum impact, identify priorities and support teaching and intervention.
Subject Leaders	Ensure assessment aligns with subject progression, essential knowledge and curriculum expectations; monitor standards within their subject.
SENCO	Ensure assessment arrangements support pupils with SEND and that appropriate access arrangements and alternative assessment frameworks are used where required.
Teachers	Assess pupils accurately, use assessment to adapt teaching, record required information and communicate with parents/carers.
Teaching Assistants	Support assessment through observation and feedback and contribute to agreed assessment processes without making unsupported independent judgements.
Pupils	Engage with assessment, reflect on learning and respond to feedback appropriately.
Parents/Carers	Engage with information about their child's learning and work with the school where additional support is identified.

25. Monitoring and Evaluation

Assessment is one source of evidence used to evaluate the impact of the Green Park curriculum. Leaders triangulate assessment information with lesson visits, book scrutiny, pupil voice, planning, moderation and subject leadership.

- Are pupils learning the intended curriculum?
- Are important knowledge and vocabulary being remembered over time?
- Are pupils building on prior learning?
- Are misconceptions and gaps identified and addressed?
- Are pupils with SEND and other groups making appropriate progress?
- Are assessment judgements accurate and consistent?
- Is teaching responding to assessment evidence?
- Are interventions having an identifiable impact?
- Are assessment processes manageable and purposeful?
- What does assessment indicate about curriculum strengths and areas requiring further development?

Given the school's continued curriculum development and the need to improve outcomes, assessment information will be used honestly to identify areas for improvement. The school will not present attainment as stronger than the evidence supports. Where outcomes or progress are below expectations, leaders will identify the underlying issues and use assessment evidence to inform improvement.

26. Data Protection and Confidentiality

- Assessment information is personal data and must be handled securely.
- Access to assessment information is limited to staff who require it for their role.
- Information is shared with parents/carers and other professionals only in accordance with legal and school requirements.
- Assessment records are retained and disposed of in accordance with the school's data protection and records management arrangements.

27. Key Statutory and Non-Statutory References

- Department for Education – National Curriculum in England: framework document.
- Department for Education – Early Years Foundation Stage statutory framework.
- Standards and Testing Agency – Key Stage 2 Assessment and Reporting Arrangements 2026.
- Standards and Testing Agency – Key Stage 2 Teacher Assessment Guidance 2026.
- Standards and Testing Agency – Phonics Screening Check Assessment and Reporting Arrangements 2026.
- Standards and Testing Agency – Multiplication Tables Check guidance.
- Standards and Testing Agency – Optional Key Stage 1 Teacher Assessment Guidance 2026.
- Department for Education – National Curriculum assessment and reporting guidance.
- Department for Education – SEND Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Education Act 2002 and relevant national curriculum assessment regulations.
- Keeping Children Safe in Education 2026, where assessment information forms part of safeguarding and pupil welfare arrangements.

28. Annual Policy Review Checklist

- Review statutory assessment arrangements and national guidance.
- Review curriculum progression and assessment alignment.
- Review moderation outcomes.
- Review attainment and progress data.
- Review pupils with SEND and vulnerable groups.
- Review intervention impact.
- Review assessment workload.
- Review parent reporting arrangements.
- Review assessment systems and data security.
- Update policy following any national curriculum or assessment changes.