Assessment Policy

Approved by:	Local Governing Board		
Responsible department:	SLT		
Last review date:	October 2025	Last reviewed by:	LGB
Last updated:	October 2025	Last updated by:	Helen Crowther
Next review due :	October 2027		

School Aims and Implementation

The Greetland Academy aims to provide children with the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable all children equally to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:
- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school is clear about the need to actively support pupils' special educational needs in the assessment process. We understand that a different approach to assessment may need to be taken with some children.

Any changes to the assessment process based on the individual needs of children will be done so in consultation with the senior leadership team, lead professionals and the parents/carers.

Rationale

At The Greetland Academy, we believe assessment should be an essential tool which is used to maintain, promote and improve effective teaching and learning. It should be positive, manageable, useful and consistent. Assessment supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. Formative and summative assessments should be used to identify where a child is and the next steps they need to take in order to improve. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should be used to ensure that all children are supported to meet and exceed expectations.

The aims of assessment are to:

- Promote effective teaching/learning.
- Provide feedback and identify next steps in a constructive manner.
- Enable teachers to plan a curriculum that is responsive and meets the needs of **all** learners.
- Empower children to take ownership over their own learning.
- Monitor children's attainment in line with national expectations.
- Monitor children's achievement through their individual progress.
- Compare attainment/achievement of groups of learners.
- Identify individuals/groups of learners at risk of falling behind.
- Improve standards through accountability measures for teachers/whole school.
- Involve parents in their child's education by enabling them to access and understand assessment information about their child.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. For some pupils with SEND, alternative methods of assessment may be used (e.g. Derbyshire Tracker).

Monitoring and Evaluation

All members of the school community will share responsibility for monitoring the implementation of this policy. Its effectiveness will be evaluated at each annual review.

Note: It is important that this policy works in conjunction with the Feedback & Marking Policy and The Trust Monitoring and Evaluation policy.

National Assessments

There are a number of benchmarks which children are assessed against:

- At the beginning of Reception, there is a baseline assessment which gives each child a starting point then, at end of Reception, children will be assessed against whether they have made a Good Level of Development (GLD)

- In Year 1, a formal phonics-screening assessment will take place. Those not meeting the expected standard will be re-screened in Year 2

- In Year 2, children may be assessed using National Assessments in Reading, Writing and Mathematics. Teacher assessments, informed by detailed performance descriptors, will be used to report where the children are currently performing in these subjects

- In Year 4, children will be assessed using National Assessments for times tables

- In Year 6, children will be assessed using National Assessments in mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of writing, and science

Assessment Across the Curriculum

Reading and Phonics Assessment Processes

Phonics: Little Wandle

All children from Reception and Year 1 complete half termly assessments. Each half term they will be reassessed and regrouped accordingly. Pupils receiving keep up will be reassessed every three weeks to help narrow the gap.

From year 2 upwards, those children who still haven't mastered the alphabetic code will be assessed half termly using the rapid catch up or SEND schemes depending on need.

All children who are new to school, at any stage in their primary education are assessed using the Little Wandle placement assessment.

Teachers should follow the guidance in the Little Wandle website to ensure consistent and accurate judgements and children's results should be recorded on the Little Wandle tracking sheet which then produces a heat map to identify gaps children in need of additional support.

Reading Assessment Beyond Phonics:

Once pupils become fluent readers and have mastered the full alphabetic code, they move onto reading books from a scheme (Collins Big Cat Collection) which progresses from Turquoise to Pearl. Reading is assessed continually through group reading sessions and within lessons. Reading session record sheets and book tracking documents support teachers in monitoring progress in reading sessions. Each term, a more formative reading assessment enables teachers to track progress which is recorded on the school's assessment tracking system (Arbor).

NFER tests are used in the summer term to test comprehension in Years 1-6. Past SAT papers are also use in Year 2 and 6 to support with teacher judgements.

Overall Judgements:

Teacher judgments will be decided based on all methods of assessment listed above. When making judgements, please consider children's fluency, comprehension skills, tests results and work in their reading groups.

Writing Assessment Processes

At least 6 pieces of 'independent writing' (see English Guides) should be assessed throughout the year. There should be a balance of age appropriate work demonstrating a range of both fiction and non-fiction genres. Teacher assessments should be recorded against the objectives on the on-going writing assessment tick sheets or the TAFs for Y2 and Y6. Assessed pieces of writing are indicated by the trophy symbol in children's books. Internal moderation of writing assessments will quality assure accurate assessment data.

Maths Assessment Processes

Formative Assessment: This is defined as on-going observation and teacher judgement throughout maths lessons.

Learning objectives are to be skills based and not activity based so that teachers can assess them as 'achieved' or 'working towards'.

Summative Assessment: Each **term** during assessment week children are given bespoke tests to check their retention and understanding of their learning. These tests correlate with the curriculum areas that have been taught at the point of testing and are differentiated appropriately. Teachers should use these to inform their termly assessments alongside their ongoing assessment for learning and refer to these when completing Arbor Summative Assessments for each child.

Foundation Subjects Assessment Processes

Teachers record progress for each subject at the end of a unit of work on our internal excel spreadsheets. Each subject has a set of key statements for each unit to support the teachers when making a working towards or expected judgement for each child. This is then used to inform their overall end of year judgement which is recorded on Arbor.

Subject leads then analyse the data on Arbor by looking at groups who have achieved well and areas that need to be developed and use the information to feed into their Subject Leader Impact report and actions for the following academic year.

Recording Attainment and Progress – Arbor (Management Information System)

Formal recording of attainment takes place at the end of every term for Maths, Reading and Writing and when a unit is completed for the foundation subjects. Arbor is used to track children's progress and identify any interventions that need to take place for reading, writing and maths. All foundation subject judgements are recorded using Arbor at the end of the year. Teachers record progress for each subject on our internal excel spreadsheets to inform their end of year judgement or Arbor. Subject leads then analyse the data looking at groups who have achieved well and areas that need to be developed and use the information to form an action plan for the following academic year. Each term, teachers will have a Pupil Progress Meeting to discuss children's progress and put in place any necessary support.

Early Years Foundation Stage

Reception Baseline Assessment (RBA):

The reception baseline assessment (RBA) – essential for building a fairer progress measure for primary schools – is an assessment that must be administered in all primary, infant and first schools in England to pupils attending reception classes. It became statutory from September 2021.

The assessment is short (the majority take less than 20 minutes to administer), interactive and practical, covering early mathematics, language, communication and literacy. Pupils use practical resources to complete the tasks and teachers record the results on a laptop, computer or tablet.

Teachers will administer the assessment in normal teaching time, recording the outcomes digitally. It should sit alongside the important activity that takes place during the first term of Reception.

School Baseline Assessments will be completed in Reception and are based on:

- Home visits / nursery visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

Baseline assessments should be completed in the first six weeks of reception. Baseline data will be added to Arbor – the online system used to track age related statements for the 7 areas of learning. These judgements are based on evidence gathered through observation of children's play/learning and planned adult led tasks.

From baseline assessments, GLD projections should be completed in Reception and tracked throughout the year.

At the end of Reception all children will be assessed against the ELGs as Emerging or Expected for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events.

GLD (good level of development):

Achieving GLD by the end of Reception relates to children who have achieved at least 'expected' in all of the prime areas of learning as well as reading, writing and maths. Parents and carers are informed whether their child has reached a GLD in the end of year reports but conversations will have been had prior to parents receiving this information should there be any concerns about children not meeting a good level of development.

Ongoing Assessment in EYFS:

Children's progress and attainment is tracked against Development Matters age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements

are based on evidence gathered through observation of children's play/learning, independent work and planned adult led tasks.

EYFS staff use Seesaw to evidence learning, particularly those areas of learning that can be harder to capture such as communication and language. EYFS staff will track children's progress using Development Matters statements and will moderate within the team to ensure consistency of judgements across both classes. Teachers will then use this information to inform judgements of summative assessments on Arbor.

Data Monitoring and Data Meetings
The Executive Principal along with the senior leadership team are responsible for tracking and monitoring whole school achievement and attainment. Analysis of this data will be reported to the Trust/Governors and used as the basis for discussions at data meetings.

The Greetland Academy uses Arbor as it's management information system (MIS) for data analysis. Dates for teachers to input data based on formative and summative assessment are outlined in the monitoring and assessment policy.

Pupil Progress Meetings
Teachers are expected to come prepared to pupil progress meetings with an analysis of their own class's attainment and achievement data. During these meetings a senior leader and classroom teacher will set targets, identify children at risk of falling behind/slow movers and identify groups of learners that require additional support. Teachers will be expected to discuss strategies that they have already implemented to support these learners such as IEPs, incentives, booster groups, interventions, support staff, modified timetables, challenges/barriers etc.

Reporting to Parents

Written Reports:
Parts receive two written reports about their child. The end of autumn term report includes teacher comments about the child, information about their progress in English and Maths and their behaviour for learning. The final, end of year, report will give information about a child's attainment in all curricular subjects and include teacher comments and information about their preparation for transition and future targets. Parents are invited to arrange a meeting with the class teacher should they wish to discuss their child's report.

These reports provide an opportunity for parent comments and pupil voice comments. These are collected in school, tracked and monitored by senior staff and any concerns expressed are fed into our monitoring processes.

Parents' Evening:
Parents are invited to arrange a meeting with the class teacher should they wish to discuss their child's report. In addition to this, we hold two parents' evenings across the year. The first is at the end of the first half term with the purpose being to discuss how well a child has settled into their new class. Before the Easter holidays, there is second parents' evening where a child's attainment and progress to date is discussed alongside next steps as your child moves into the final term.