



Assessment Policy 2025-26

Introduction:

Assessment is viewed as essential to, and an integral part of effective teaching and learning. 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. This is assessment for learning, and supports the learning process in the short, medium and long term. The product of assessment and records of children's attainment and achievement over time, form an essential part of the school self-evaluation process.

Through assessment at Park Brow Community Primary School, we aim:

- To gather a range of information about the performance of individuals, groups of pupils, cohorts, key stages and whole school information so that it can be used to inform individuals progress and school improvement at a range of levels.
- To gather information to inform teachers as to what should be taught next. Identifying and building on gaps in learning.
- To inform planned Intervention, the development of individual targets, PPP and GPP.
- To effectively target the use of Pupil Premium funding.
- To ensure that all pupils are at least reaching their full potential.
- To ensure that assessment, recording and reporting is a contributing aspect of the staff appraisal system.
- To provide information to inform the school's self-evaluation process that will then be built into the school's improvement plan.
- To track the individual progress of every child and work with other agencies to ensure barriers to learning are addressed.

Assessment procedures at Park Brow School:

Park Brow has also recently developed the use of Reading, Maths and SPAG NFER end of term testing (Autumn and Summer). For Writing, Sonar objectives are used to support teacher assessments and make judgements in these areas. This enables teachers to make judgements about pupil progress and to fine-tune their understanding of learner's needs and tailor their planning accordingly. This leads to flexibility in planning to enable staff to address gaps in learning and to provide focus group support.

Each teacher has access to the whole school tracking systems, Sonar and BSquared, which includes class based data:

Ongoing Assessments.

Attainment Reading, Writing, Maths, SPAG.

Interventions including group annotated GPP.

SWST- Spelling age Autumn 2 and Summer 2.

Salford – Reading age and comprehension age Autumn 2 and Summer 2.

Pupil Progress meetings.

Multiplication /Division and Key Word Records.

EYFS early learning goals

Staff also have separate SEND files containing individual and annotated PPP, safeguarding and behaviour files.

Assessment will be used in the following ways:

1. **Formative** – the information gained “forms” or affects the next learning experience. Making a Difference is used to provide correction, consolidation or challenge for pupils and is a daily review of previous learning.
2. **Diagnostic** – finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. **Evaluative** – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievements.
4. **Summative** – systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

Effective assessment in the school is characterised by:

Meaningful and useful information about the pupils’ achievement, progress and attitudes to learning transferring with the pupils as they move from:

- Foundation Stage (Foundation Stage Profile) GLD assessments to Key Stage 1,
- Key Stage 1 to Key Stage 2,
- Key Stage 2 to Key Stage 3.

Performance will be analysed in terms of cohorts of pupil as well as analysis of the achievement and attainment of all pupils:

Assessment in this school is enhanced by:

- Pupils’ involvement in self/peer assessment.
- Pupil Profile meetings with pupils and parents.
- Termly progress reports to parents.
- Ongoing feedback through Making a Difference time (MAD)
- Termly Pupil Progress Meetings.
- The involvement of parents.

Monitoring and Evaluation:

The Headteacher and SLT (Senior Leadership Team) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupil records and reports and sampling teacher's planning files and assessment files.

In addition to this the termly Pupil Progress Meetings will also allow the headteacher to gather summative evidence and make judgements about attainment and progress that will then inform future strategic developments.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the SDP.

As a result of good assessments procedures:

Teachers will know:

- The pupils starting points and targets for each term.
- Has the class overall learned what was planned and taught?
- Are the pupils making the progress expected to reach their challenging targets?
- Are children making sufficient progress in order to close the gap and reach national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help/Intervention and in which areas?
- Which pupils require extension work?
- Are planned activities well- resourced and staff fully utilised to impact upon the progress that children make?
- How can the teaching and planning be modified and improved in the future?

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their targets?
- If there are any barriers to improvement?
- If the progress of the children in the school is in line with National and LA averages?
- How does Park Brow School compare with other similar schools, nationally?
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children?

Parents and carers will know:

- How much progress their child is making.
- If their child has any specific needs.
- What the school is doing to help a child with their needs.
- What they can do to help their child to make even more progress.
- How the School Compares Locally and nationally.

The LA/Government will know:

- How Park Brow School is performing in terms of progress/attainment and narrowing the gap in relation to national expectations.
- The impact of the SDP.
- Attainment in the school in terms of scaled scores and those pupils reaching expected and exceeding standards.
- How Park Brow School compares with similar schools.
- Are the priorities of the LA's strategic development plan being met?

Recording

Recording will be manageable and relevant at short, medium-term and longer-term levels. The degree of the detail will depend upon whether:

- It is a core or foundation subject.
- The subject is an area for school improvement.
- All teachers in the school will maintain, short, medium and long-term recording for assessment:

Short-term recording

Short-term recording will:-

- Inform planning at short and medium term levels
- Be useful when talking to other teachers/SENCo/Learning Mentors or other staff when identifying particular problems.
- Inform the teaching approach.
- Inform the grouping of pupils.
- Inform the deployment of staff.
- Inform the choice of resources.

Verbal assessment will be used to:

- Make lesson aims, objectives and success criteria explicit.
- Check oral understanding of pupils. (appropriate intervention)
- Use a variety of different types of questioning to enable pupils to self-assess.
- This is used predominantly with younger pupils.

Constructive marking and feedback (see feedback policy) will be used to:

- Celebrate achievements with the pupils.
- Correct, consolidate or challenge pupils learning from previous lesson.
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling to help children understand concepts more clearly.
- Staff use pink to correct, green to celebrate. Pupils self-reflect in purple pen.

When teachers use a range of open and closed questions, they will;

- Provide opportunities for pupils to explain their thinking to each other on pairs, groups or as a class using appropriate technical vocabulary.

- Intervene and check understanding at timely intervals throughout the lesson to check understanding, develop the concept taught and reinforce learning.
- Use pupil interviews and discussions to enable pupils to know what to do next to continue making progress.
- Provide opportunities for pupils to review their achievements.

Medium-term recording:

Periodic assessment and medium-term records using NFER assessments or TA will:

- Allow teachers to make judgements about national curriculum expectations attained using work produced by individual children.
- Provide evidence for the SLT to report to the SDP about the progress of children within each phase.
- Allow teachers and the SLT to monitor progress and evaluate the impact of interventions a child may have received.
- Be recorded on school Sonar and BSquared for further analysis.
- Provide evidence for pupil progress meetings held with the head teacher.

Long-term recording

Long term assessment will include:

- The Foundation Stage Profile.
- Good Level of Development at the end of Reception
- Year 1 Phonics Test.
- Statutory assessments at the end of KS2.
- Year 4 tables checking Test 2020.
- Any other periodic assessments that have been agreed to be used by the school e.g. NFER.

These assessments will also be recorded on Sonar and analysed by the SLT and presented at a staff meeting.

Assessment information will be used to:

- Analyse progress throughout the school for groups and individuals.
- Review and amend the curriculum/provision for children throughout the school, where necessary.
- Monitor attainment against national expectations.
- Inform the governing body of the school's standards and improvement through the headteacher's report to the governing body.
- In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

This policy will be reviewed by Graeme Barry – Assessment Lead

September 2026