Greengate Junior School

Assessment policy 2026-2027

Rationale:

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote *better than expected* progress for individuals, groups and cohorts.

Aims

- To ensure ALL children are making better than average progress from their starting points.
- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and planned interventions.
- Inform parents and the Governing Body about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.

Monitoring

All assessments and tests are moderated and analysed by the curriculum leaders and senior management team; this ensures parity every term. The headteacher and subject leaders use the data during pupil progress meetings to identify pupils who may require further help. The focus will be identified for particular groups of pupils to ensure that progress is being addressed within teaching.

Assessment data informs performance management targets that ensure pupils progress is at the heart of the whole school improvement.

Types of Assessment

Formative:

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order that all children make progress. Teachers use a variety of methods to assess children's progress. The following are examples and not an exhaustive list:

- Show your whiteboard
- Assessment of the lesson objective, key question and 'Can I…'
- Question and answer in whole class teaching
- Correctly answered questions in independent work
- Discussions in whole class and group activities
- Observation and listening whilst children work
- Weekly CLIC, Learn Its, Reading Plus & Spelling Shed challenges
- Ongoing marking of extended writing

Summative:

Children in KS2 are assessed periodically, and progress and attainment data is recorded and analysed by the subject leads and shared with the headteacher. NFER test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term. The data is then analysed by the subject leaders and used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

YEARLY PLANNER FOR SUMMATIVE ASSESSMENTS.

AUTUMN	NFER READING ALL CLASSES	NFER MATHS ALL CLASSES	TA WRITING PIECE X2 ALL CLASSES (EXTRA Y6)	NFER SPAG ALL CLASSES
SPRING	NFER READING ALL CLASSES Past SATS PAPERS YEAR 6	NFER READING ALL CLASSES Past SATS PAPERS YEAR 6	TA WRITING PIECE X2 ALL CLASSES (EXTRA Y6)	NFER SPAG ALL CLASSES
SUMMER	NFER READING YEAR 3,4,5 NATIONAL SATS YEAR 6	NFER MATHS YEAR 3,4,5 Yr4 Multiplication Test NATIONAL SATS YEAR 6	TA WRITING PIECE X2 ALL CLASSES (EXTRA Y6)	NFER SPAG YEAR 3,4,5 NATIONAL SATS YEAR 6

National/Transitional:

At the end of KS2, children are assessed against national expectations. Children will be tested and assigned an age-related grade.
Below – Working BELOW the year group standard
Working Towards - Working TOWARDS the year group standard
Expected- Working AT the year group standard
Greater depth- Working AT GREATER DEPTH within the year group standard.

Weekly tests:

Weekly CLIC and LI tests are also used to inform planning and set targets. The' learn its' for Big Maths are set according to ability and prior learning. CLIC tests are levelled for individual progress and monitored every week to ensure progression across the maths curriculum.

Assessment in Science and foundation subjects.

There are no formal tests for Science and the foundation curriculum subjects. However, we believe in a broad and balanced curriculum and therefore assess children in the following subjects:
Science, Computing, History, Geography, Religious Education, Physical Education, Design and Technology, Art and Design, Music, Modern Foreign Language (MFL) and PHSE. Within each subject area teachers use a variety of informal assessment activities to show progression within and across year groups. Foundation subjects are taught in a block planning system, where the National Curriculum skills and knowledge for the relevant year groups form the basis from which medium-term plans are written. Each foundation subject follows an age-appropriate map of knowledge and skills, which teachers use for planning and responsive teaching, ensuring progression and full coverage.

The school uses verbal, observational and written evidence to assess children's understanding and progression, and to plan and deliver future lessons. Foundation subjects are assessed and evidenced through;

- Pre and Post Topic assessments
- Vocabulary Word Webs
- Mini Quizzes
- Skills and Knowledge Ladders
- Children's Work
- Discussions with the children
- Photographic evidence

This is then recorded as an overall percentage of children meeting expectations, with those children at B and GD noted.

Communication with Parents.

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. **Interim** and **End of Year** reports will comment on children's attainment and progress. End of key stage assessment data will be included in the end of year reports for year six.

Headteacher:

Chair of Governors:

Review date: September 2027