



Assessment Policy

March 2026

Glade Hill Primary School

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At Glade Hill we are *Golden* and we *Sparkle*.

S - Self-Motivation
P - Polite
A – Ambitious
R – Resilient
K – Kind
L – Learners
E – Enthusiastic



Our assessment policy supports our goals to improve our children’s self-motivation, to foster ambition, encourage resilience, and support them to be the best enthusiastic learners they can possibly be.

Rationale

The purpose of our assessment policy is to support school improvement and raise the standards of achievement for all our pupils. We believe that assessment should place the child at the centre of their learning. We aim to personalise learning for our children so all pupils achieve their full potential. Our assessment policy sets out our aims and principles alongside clear guidance for all stakeholders on how we will achieve these aims.

Two key documents, to be read in conjunction with the assessment policy, are the Marking and Feedback Policy and EYFS Policy.

We want to ensure our assessment practice looks for innovative ways to improve outcomes for pupils. We have developed our assessment policy from the heart of the classroom -the hub of where learning takes place. Our system is based on children knowing what they can and cannot do and what their next steps in learning are. It is based on teachers gathering information, which will inform their planning. We have developed a more rigorous approach to formative assessment, which will make summative judgements more accurate.

“If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth”.

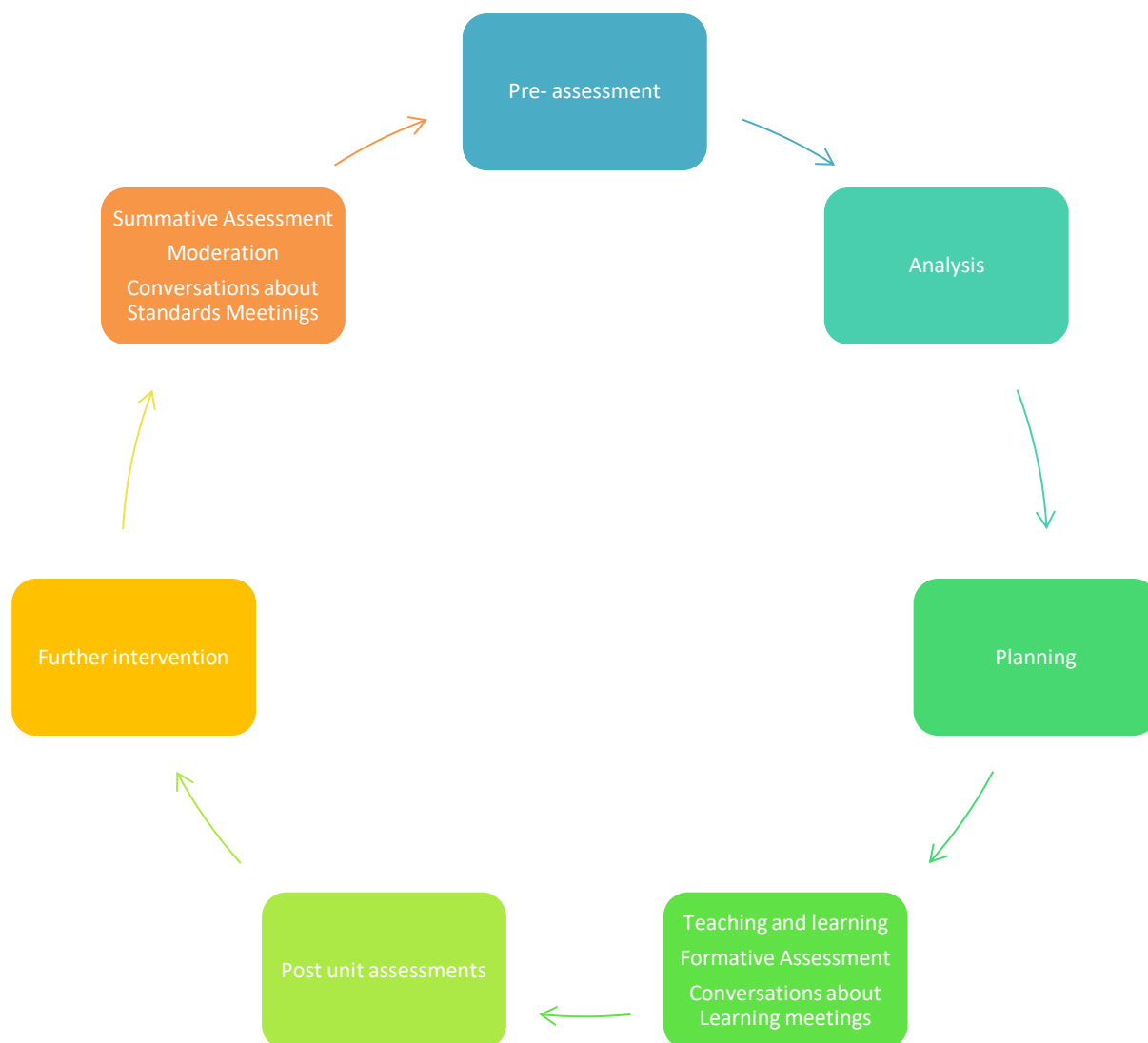
(Shirley Clarke, Unlocking Formative Assessment, 2001)

Aims

- To enable pupils to make sustained and substantiated progress, achieving standards related to their age through personalised provision.
- To provide feedback, which leads to pupils recognising the “next steps” in their learning and how to work towards achieving these.
- To enable teachers to plan effectively.
- To hold teachers and learning support staff accountable for the progress, attainment and achievement of the pupils they teach.
- To track pupil performance and identify those pupils at risk of underachievement.
- To ensure accurate judgements about school performance are made and the effectiveness of teaching and learning is closely monitored.
- To ensure progress and attainment is measurable and comparable to National Standards.
- To improve the engagement of parents in their children’s learning.

The assess, plan, learn and review cycle

At Glade Hill our assessment is based on the *assess, plan, learn and review cycle*. It is personalised to individuals and reflects high expectations for all.



Assessment of the curriculum

Reading

The school have developed an assessment tool that links to the reading scheme book band system and the National Curriculum expectations.

Progress and attainment in reading will be judged by the colour book band the children are on. For each year group we have identified an age-related expectation colour. Children are assessed through a detailed school written assessment by teachers only, at the point they are judged to be ready to move to the next band. The criteria for moving on to a different colour band are directly linked to the ARE of the National Curriculum. Progress and attainment against the book band criteria is tracked.

The school also use termly NTS tests to make summative and formative assessments. This assessment tool generates a standardised score, which is used additionally to measure and track progress. NTS is used in addition to support teachers making accurate teacher assessments. We use NTS Boost Insights to further aid formative assessment. We use the question level analysis tool to identify specific areas of the curriculum and individual pupils to target.

Phonics is assessed termly for pupils in EYFS and Y1 using the Little Wandle assessment and tracking tools. Pupils in Y2 and KS2 who have not met the expected standard are also tested termly. Children are assessed against the phases until they are able to access the check.

Maths

Teachers use pre and post assessment tasks and tests in mathematics for each unit using the White Rose materials. The unit tests are used to aid teachers in assessing fluency, reasoning and problem solving and are complimented by the teacher's detailed assessment of the pupils.

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Children in Y2-6 have monthly arithmetic tests. Progress in tests is tracked.

Writing

The school has developed an assessment tool for writing. The tool sets out age related and greater depth expectations for each year group. Writing is assessed continually against the criteria but also formally three times per year across genres. In Y6 and Y2, the

exemplification standards are used. The school has set additional school specific criteria including expectations for writing output.

The school has developed a scheme of work for spelling which incorporates assessment of common exception words and spelling rules. Each term the pupils are tested before and after the unit and results are tracked. The pupils all have individual spelling lists for common misconception words in line with the National curriculum and again progress and attainment is tracked.

The wider curriculum

Teachers use formative assessment strategies to make judgements about attainment and progress across the wider curriculum. Judgements are used to inform planning and next steps. Post topic big write tasks and quizzes are also used to inform teachers of the skills and knowledge acquired during a unit of work.

Termly Tracking

Tracking Data is recorded three times a year in December, March and July. The data is recorded termly using INSIGHT. The school uses progress matrices to track cohorts, individuals and groups from their starting points. Termly tracking data is used to review achievement over time and identify and prioritise improvement for individuals and groups of children. Progress and attainment are moderated by phase teams and senior leaders before it is recorded.

Terminology

Attainment

The following terminology is used INSIGHT

PC – Personalised Curriculum	Generally working more than 12 months below the standard expected for the age group
WTS – Working towards the age-related standard	Working up to 12 months below the standard expected for the age group
EXS	Working at the standard expected for the age group
GDS – Greater Depth Standard	Working with a deeper understanding of the standard expected for the age group

SEN/D

The attainment and progress expectations for some pupils with SEN/D may not directly correlate with the school and National expectations. We acknowledge that pupils with SEND may be making better than good progress but have not moved to a higher attainment standard. In order to accurately and consistently judge progress, SEND children are set

targets with the inclusion lead and class teacher. The school uses B Squared to track progress.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Teachers inform pupils about what they have done well and what their next steps are. Teachers set pupil's more practice, challenges, and deeper thinking tasks and scaffold their learning. Our marking and feedback policy clearly sets out our expectations and is written in conjunction with our policy for assessment. (See Marking and Feedback Policy)

Peer and Self-Assessment

Children regularly review their own and each other's work. They are encouraged to discuss how to improve their work with their peers. Peer and self-assessment, which is recorded, is written in purple pen and green pen respectively in accordance with the marking policy.

Moderation

Senior Leaders will ensure that judgements about standards and progress are robust through a rigorous monitoring schedule. Leaders monitor children's books regularly and will alert teachers to any concerns about standards. The staff at Glade Hill moderate standards with other schools in the local area and use standards files prepared by the LA as a further tool.

Testing

As the children at the end of each key stage are assessed through testing, we believe it is important to periodically use tests to assess learning. The purpose of the tests is to gain details of each individual's assessment information quickly and to ensure children are familiar with this format of information gathering and hence prepared for end of key stage assessments.

Target Setting

Target setting is an integral part of our termly Conversations about standards meetings. Prior attainment and knowledge about the pupils are used to set ambitious targets. Where children are not starting at their age-related expectations, targets are set to close the gap between their attainment and their peers. Pupils who are not expected to make age related expectations are closely monitored by SLT and appropriate intervention and specialist support is put in place. For higher attaining pupils our focus is to move these pupils to working at a greater depth within the expected standard. We use Fisher Family Trust data as a guide to challenge and keep expectations for pupils high.

Assessment for Learning

Assessment for learning is at the heart of this assessment policy. In order for children to SPARKLE, they need to fully engage with the learning process. Glade Hill incorporate many AfL strategies to ensure pupils are self-motivated, resilient, ambitious and enthusiastic learners.

- Conferencing and feedback time
- Reflect and Review times
- Learning leaders /Peer support
- Peer and self-assessment
- High quality questioning / discussions
- Guided groups
- Clear embedded feedback and marking policy
- Learning environment
- Pre and post assessment tasks
- Personal targets
- Clear learning intentions and success criteria
- Observation

Teachers record assessment notes where they are useful to them to aid planning, address misconceptions and meet the needs of all learners.

The school use CPD to regularly review and improve AfL techniques.

Learning and Standards Meetings

Conversations about Standards meetings (CAS) are held with the HT, DHT, Phase Leaders, teachers and Governors three times a year. Teachers are expected to review their pupil's achievements and prepare for the meeting. Actions and impact from all meetings are recorded and reviewed with phase leaders in the interim period.

Reporting to Parents

Reports are sent to parents once a year in the summer term This report informs parents of their child's achievement across the whole curriculum.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are three scheduled times during the school year for meetings. Parents' evenings are scheduled at key times to ensure actions to improve learning are swiftly put in place. Additionally, there is an opportunity for parents to meet teachers to discuss any issues arising from the formal written end of year report.

Parents of children on the SEND register are formally invited into school every term to review progress against the individualised targets on their child's support plan.

Parents are encouraged to meet with the class teachers at any time, should they have any concerns.

In addition, at Glade Hill we use "Juniper" (a smart phone communication app) to inform parents of pupils' achievements.

Roles and Responsibilities

It is the responsibility of all the teaching and support staff to ensure the agreements in this policy are adhered to. In addition to this, there are some specific responsibilities, which are outlined below.

Head Teacher

- Implement all the statutory requirements of the assessment and reporting arrangements, ensuring all staff with deployed responsibility know and understand their statutory obligation.
- Hold teachers and teaching assistants to account for pupil progress through CAS meetings, performance management and formal / informal monitoring.
- Prioritise key actions to address underachievement of individuals and groups
- Keep up to date with National developments in assessment

Deputy Head Teacher / Assessment Lead

- Be accountable for pupil progress
- Keep school tracking documents / data bases up to date
- Provide data reports for SLT, staff and governors
- Analyse pupil progress and attainment, including individual pupils and specific pupil groups
- Lead on the moderation of assessments
- Keep up to date with National developments in assessment
- Lead on assessment CPD for all staff

Teachers

- Be accountable for pupil progress
- Regularly assess pupils using formative and summative assessments
- Complete termly assessments for reading, writing and maths on INSIGHT
- Provide feedback to pupils to improve their learning in line with the school's marking and feedback policy

- Provide summary assessment information to SLT and alert SLT to any concerns over pupil progress and attainment
- Inform parents of their child's progress and attainment through consultation meetings and reports

Teaching Assistants

- Be accountable for pupil progress
- Provide feedback to teaching staff on the progress and attainment of pupils

Governors

- Hold the school to account for pupil progress and monitor whole school assessment data
- Ensure that statutory assessment arrangements are carried out in line with statutory guidance
- Monitor the performance of vulnerable groups
- Attend CAS meetings