



Greenfields Community School

ASSESSMENT POLICY



September 2025



Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential.

Aims:

- To gather information about the performance of individual children, cohorts and groups in order to inform target setting and monitor progress.
- To provide information to inform the school's strategic planning.
- To gather information to support the planning of teachers within the school setting.
- To track individual, group and cohort progress.
- To allow children to be informed about their progress and their next steps in learning.
- To identify weaknesses and gaps in learning which can be tackled to accelerate progress.
- To keep the governing body informed of the school's progress and attainment standards within the school.
- To keep parents and carers informed of their child/ children's progress throughout their time at Greenfields Community School.
- To compare standards in attainment and progress between Greenfields Community School and local and national expectations.

We believe that all forms of assessment should be used to improve teaching and learning.

- The best forms of assessment result from ongoing dialogue and interactions with children.
- Frequent interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching.
- As outlined in our feedback policy:
 - We believe the more precise the feedback is, the greater the clarity in terms of the teaching and learning steps
 - Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
 - Wherever possible, children should receive 'live' feedback either within the lesson itself or in the next appropriate lesson.
- 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 also be used as a means to support those children who are underachieving or to extend the most able.



We have agreed on the following principles as the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that Greenfields Community School is keeping up with external best practice

Types of Assessment

Formative Assessment:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated. It's about using information to adapt teaching and adapt the work of the students to put their learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning. It's what happens when teachers don't just lecture students and rattle through the material until you get to the end and ask them if they've understood it okay - it's constantly making those adjustments. Formative assessment is the bridge between teaching and learning.

Summative Assessment:

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

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Statutory National testing:

During their time in school children will sit some external national tests. These are as follows:

- Reception Baseline (September) and EYFS profile (submitted in June)
- Year 1 – Phonics screening test (June)
- Year 4 - Multiplication check (June)
- Year 6 – KS2 SATS in Reading, GPS and Mathematics (May) – externally marked. Teacher assessments in Writing and Science.

Targets:

Targets for each child are set at the start of the year and these are monitored by the Senior Leadership Team during termly pupil progress meetings. Children who are identified as not making progress, or are in danger of not making progress, are highlighted and interventions are put in place through liaison with the SENCO and the TA with responsibility for interventions. Progress will be measured through book looks, scaled score tracking and the internal code system.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve. ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used as follows:

Maths Trackers – to be completed at the end of a White Rose Unit (Yrs N – 6)

Writing Trackers – to be completed a minimum of half termly following a Wicked Writing (Yrs Reception -6)

Reading Trackers - to be completed a minimum of half termly (Yrs 1-6)

Phonics Tracking (**Little Wandle**) – half termly or as appropriate following any phonics assessment (YrsR-2)



Guided reading monitoring sheets – to be completed during weekly sessions
(Yrs 1 – 6 / R from Aut 2)

Early Learning Goal trackers as appropriate (Yrs N-R)

SEN B Squared - to be completed a minimum of half termly in line with other trackers (Yrs 1-6)

Yr 4 – times table baseline and half termly tracking.

Spelling assessment pre and post every half term.

Termly Assessment Week Arrangements

Autumn

Reading – Yrs 2-5 will complete the NTS papers. Yr 6 will be using past SATs papers.

Phonics assessments – ongoing for (Yrs R & 1)

Maths – Yrs 1 – 5 will complete the White Rose End of Unit assessments – one /two weeks after the unit is completed. Yr 6 will be using past SATs papers.

No GPS

Spring

Reading – Yrs 1 -5 will complete the NTS papers. Yr 6 will be using past SATs papers.

Phonics assessments – ongoing for (Yrs R & 1)

Maths – Yrs 1 & 2 will complete the White Rose End of Unit assessments – one /two weeks after the unit is completed.

Yrs 3-5 will complete NTS Maths assessment papers. Yr 6 will be using past SATs papers.

GPS - Yrs 1 -5 will complete the NTS papers. Yr 6 will be using past SATs papers.

Summer

Reading – Yrs 1 -5 will complete the NTS papers. Yr 6 will be using past SATs papers.

Phonics assessments – ongoing for (Yrs R & 1)

Maths – Yrs 1-5 will complete NTS Maths assessment papers. Yr 6 will be using past SATs papers.

GPS - Yrs 1 -5 will complete the NTS papers. Yr 6 will be using past SATs papers.



External Assessment Arrangements

Foundation Stage:

The Reception Baseline Assessment (RBA) is completed within the first six weeks of a child starting reception.

It is an assessment of early mathematics, English, communication and language. The assessment requires the children to engage with the assessments on a touchscreen device. The RBA is used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception until the end of key stage 2.

In the final term of the Reception year, not later than the 30th June, the EYFS profile must be completed for each child. The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage, and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).

Teachers use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Each child is assessed as either meeting the ELG (Expected) or not meeting the ELG (Emerging).

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should help to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

Year 1:

In June, each child in year 1 has a national phonics screening check where they read 40 words- a mixture of real and nonsense words. If the children do not pass this phonics screening check, they will be re-assessed in Year 2 and all subsequent years until they pass the test. Extra intervention groups are set up for the children who did not pass the test. Practise screening tests are used periodically during the academic year.

Year 4 Multiplication Screening

From the 2021/22 academic year, the multiplication tables check (MTC) is statutory for all year 4 pupils registered at state funded year 4 schools, special schools or academies. The MTC is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions. The assessment consists of 25 questions with 6 seconds assigned to each question with 3 practise questions.

Parents will be informed of their child's multiplication screening check score.

Year 6:

Children take a range of externally set and marked tests during the Summer Term of their final year at Greenfields Community School

Mathematics: a timed arithmetic paper (30 minutes) & 2 reasoning papers (40 minutes each)

Reading: A comprehension paper (60 minutes)

Spelling, punctuation and grammar paper: grammar (45 minutes) and spelling (15 minutes)

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These papers are externally marked, and a raw score is then converted into a standardised score, where 100 is average. Parents will be informed of what their child's standardised score is whilst progress from the end of ks1 to the end of ks2 will be measured using end of ks1 APS scores and comparing them to the national average standardised scores for that group of pupils.

A teacher assessment judgement will continue to be made for writing using the terms: working towards the expected standard, working at the expected standard and working at a greater depth than the expected standard. There are also further standards that are standards 1-6 for children who are working at the pre-key stage standards.

A teacher assessment for all pupils will also be submitted in science. However, teacher assessments are only needed for pupils who are not sitting the SATS in reading and in maths; the relevant statements then are standards 1-6.

Teacher assessments are submitted to the Local Authority in June and are reported to parents in July. To ensure robust writing teacher assessments, the LA will externally moderate each school's writing judgements on a 4-year cycle – this cycle will be more frequent if there have been concerns about judgements made, there are new staff in Year 6 or if the school is in requires improvement or special measures. Schools will be informed if they are chosen for writing moderation on the Friday of SATs week with moderation taking place in the first 2-3 weeks of June. Pupils are randomly selected by the external moderator and a discussion will take place regarding the judgements made by the Year 6 teachers.

Reporting to Parents at the end of KS2:

Year 6 parents will receive the following information in their child's school report:

1. Their child's standardised score in reading, GPS and mathematics and whether this translates to the expected standard (EXS), greater depth (GDS) or has not met the standard of the test (HNM)
2. Their child's teacher assessment judgement in writing
3. Their child's teacher assessment judgement in reading, mathematics and science.

Teacher Assessment Codes

PKS	BLW1	BLW	WTS	EXS	GDS
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On our data management system (ARBOR) the above codes are used between Nursery and Y6.

These codes refer to where a child is related to the time of the year. A child who is assigned the EXS assessment is working at a level that is expected for the time of year rather than the end of year standards.

Moderation:

A rigorous moderation schedule ensures that teacher assessment judgements are robust and accurate.

Writing moderation occurs in phase meeting time whilst NFER tests moderate teacher judgements through the assessment conversion tables. School staff are encouraged to

moderate together closely as well as working with colleagues from other year groups across the school. The Aspire Group also organise moderation events to help standardise judgements across the local family of schools. External moderation -as detailed earlier- ensures that externally reported data is accurate and robust.

Members of SLT will also moderate writing judgements – all children who have been assessed as GDS will be moderated by senior members of staff and feedback given to relevant members of staff.

In Reading and Mathematics, if there is a mismatch between the scaled score and teacher assessment then this will be examined in more detail via professional dialogue with the class teacher

Teachers also work regularly across their year groups to ensure continuity in their judgements between parallel classes. If a child is working at a significantly lower level than their peers, teachers at Greenfields Community School will work closely with staff from other phases and year groups that their own.

Assessment of EAL Pupils

EAL pupils are assessed as being Category A, Category B, Category C, Category D and Category E.

Category A: New to English

Category B : Early acquisition

Category C: Developing competence

Category D: Competent

Category E: Fluent

		PRIMARY LISTENING				
		BAND A	BAND B	BAND C	BAND D	BAND E
CODE		Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
EARLY DEVELOPMENT	1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
	2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information

Above is an example of the Bell Foundation Assessment Tool for Listening.

Appendix

Whole School Assessment schedule