

Goldenhill Primary Academy



Assessment Policy 2025-2026

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.



Assessment

Date	Review Date	Coordinator	Nominated Governor
September 2025	September 2026	Andrew Bagley	Mrs. Angela Bradshaw

Mission statement

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Rational:

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our academy generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our academy is meaningful and avoids unnecessary recording or tracking. Assessments take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

This assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against AREs, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessment and skills analysis are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Why do we assess?

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Our assessments inform our immediate and long term planning.

Our assessment gives:

- Pupils - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- Teachers the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching
- Parents and carers regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children
- School leaders and governors information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- External agencies and partners (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Local Authority, the DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

Assessment Frameworks

The Academy's frameworks have been developed by curriculum and assessment experts to ensure they offer a credible and robust approach to embedding assessment of the new National Curriculum.

This framework enables us to:

- Generate attainment / progress information for children.
- Shows progression and improves transition: a clear continuum of progress by following a specific set structure which is consistent across KS1 and KS2.
- Ensures that coverage meets requirements for statutory tests: Year 1 phonics screening; Year 2 SATs and Year 6 SATs.

For teachers:

- Able to be used as a planning tool and complete 'Gaps in Learning'
- Breaks reading, writing and maths into assessment strands that have clear links to teaching and learning.
- In-line with Curriculum 2014: provides clarity in what should be covered in each year group.
- Can be used to support reading and writing across the curriculum; ensuring it is not confined to the English session.
- Also uses Standardised Scores where appropriate to show progress.

For children:

- Able to be used to set clear, measurable targets linked to specific areas.
- All children can access in accordance to their needs.
- Aspirational –all children have something to strive towards!

Assessment at Goldenhill

Our assessment system targets what a child can do and what they need to do to move forward. It allows teachers to plan appropriate and specific curriculum intent in reading, writing and mathematics in each assessment period, to further develop and challenge the children to achieve age related expectations or higher. This is shared with parents through a variety of ways including meet the teacher sessions, parents' evenings and attainment and attitude sheets. so that they can help their child to achieve even more quickly. Children know exactly where they are working at, and what they need to do to move on through marking and feedback to the children which is focused around misconceptions and challenge.

On entry into Key Stage 1 every child is given an Assessment file. This is where they will keep their current targets, summative assessments, examples of work and all of their certificates / awards they are proud of. This is available to parents / carers to look at any time.

How assessment outcome are collated and used

We use three key forms of assessment:

- in-school formative assessment
- in-school summative assessment
- nationally standardised summative assessment

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment, such as during the Innovate stage
- regular short recap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback and response partners
- child self-assessment and reflection on learning, such as during the Express stage
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In-school Summative Assessment

- Math's Test (White Rose Hub). Assessment Points End of: November, March, June

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- Standardised Star Reading Test (linked to Accelerated Reader)
- Standardised Reading Test (PIRA). Assessment Points End of: November, March, June

Assessment Analysis.

This 3-step solution which assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for the areas of weakness demonstrated by pupils' diagnostic test results. (PIRA / WRH)

Mark

Easily identify gaps in pupil understanding with Individual and Group reports in MARK.

Shine

Targeted Shine Reading Skills learning sequences for individual pupils and groups which measure understanding with quick quizzes.

Nationally Standardised Summative Assessment

- Year 1 Phonics Test.
- Year 2 SATs Tests in Reading, Maths and Spelling, Punctuation & Grammar (optional from 2023)
- Year 6 SATs Tests Reading, Maths and Spelling, Punctuation & Grammar

DcPro

The academy uses DcPro as a tracking and analysis tool.

Maths

Formative assessment information is gathered by class teachers during the course of a half term/term and year relating to pupils' achievements in all areas of mathematics. An assessment is completed after the subsequent block being taught to check what each pupil has retained and the progress they have made. To support these judgements, at each assessment point, every child will complete a termly test. A raw score and attainment, for their year group expectations will be generated. From this, Gaps will be addressed through Individual Interventions or Group Interventions based on the Rising Stars SHINE system; On Track Maths scheme or other Maths intervention resources.

Maths Whizz

Maths Whizz is an online, adaptive maths tutoring programme designed for children aged 5–13. It provides interactive lessons, exercises, and games that adjust automatically to each pupil's ability level, helping them learn at their own pace. The platform identifies gaps in knowledge, offers personalised lessons to address them, and tracks progress over time. Teachers and parents can access detailed reports to monitor attainment, effort, and areas for improvement.

Writing (including grammar and punctuation)

Throughout each term children will complete a number of unaided writing tasks during both English lessons and through cross-curricular extended writing. The teacher will mark and review these using the assessment criteria and record it on a formative writing sheet for their particular year group to generate a 'point in time' assessment of children's achievements in this area of learning. Over a term the writing evidence for 3/4 children in the class will be moderated to ensure consistency and accuracy across the academy.

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Reading

In KS1 benchmarking is used to assess children's reading abilities and to provide appropriately aged reading texts.

Once children are secure in the end of KS1 expectations (Gold Band) pupil's transition onto accelerated reader program. In KS2 each half term children will carry out a computer based standardised reading assessment (Star Assessment) as part of the 'Accelerated Reader' project. The test will provide a standardised score, reading age and progress against their year group expectations.

Ongoing assessment information will also be gathered during reading sessions and children will be assessed against the formative assessment criteria for their year group.

At each assessment point, children carry out a standardised reading test (PIRA). These results will then be inputted into the MARK system and a standardised score, reading age and progress against their year group expectations. From this, Gaps will be addressed through Individual Interventions or Group Interventions based on the Rising Stars SHINE system.

Phonics

Children are assessed informally in their phonological knowledge on a daily basis using 'Little Wandle' to inform future planning and lessons. Formal phonic assessment takes place half-termly; where children are assessed against skills and knowledge from the Letters and Sounds programme of study. We use the Phonics Tracker package to enable us to identify gaps in learning for individual children and cohorts for those children who didn't achieve the expected standard in the Y1 phonics screening test and the Y2 re-take.

Foundation Subjects

Ongoing assessment information will also be gathered during subject sessions and children will be assessed against the specific criteria for their year group (linked to the curriculum that's taught). This information is used by subject leaders and teachers to ensure progressions and coverage across the Academy. Each subject assessment record identifies pupils who are at the Working Towards or Higher Standard. All other pupils would be at the Expected Standard for their year group. Formative information is kept in the year group curriculum files. Summative information for all subjects is tracked using DcPro.

Attainment bands are: Below (B) Working Towards (WT), Expected Standard (EXS) and Higher Standard (HS)

How do we assess at Goldenhill?

How do we assess at Goldenhill?

Children are assessed against the National Curriculum programme of study and expectations for their year group.

At Goldenhill Primary Academy the children's assessment bands are based on how well they are performing in all the of year group objectives that they have been taught at that point within the year (point in time assessment).

There are 4 bands per year group (Reading, Writing & Maths):

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Attainment Band	Standardised Score Threshold
Below	<84
Working Towards	85-95
Expected Standard (Age Related Expectation)	96-109
Higher Standard	110+

Progress

Goldenhill Primary operates a 'flat assessment structure'. This means that the minimum expectation is to ensure that pupils maintain their assessment band throughout the year, meaning a progress measure of zero. Where possible, where pupils are not on track, in regards to age related expectations, pupils are supported to achieve accelerated progress (above zero) to ensure that the vast majority of pupils are 'at the Expected Standard (EXS) and those who are higher attainers are working at the Higher Standard (HS) However, their Standardised Score could still improve but be in the same attainment band.

In Reading, Standardised scores are used to ascertain progress through each different assessment point.

In Writing, progress is based on individual criteria (up to 30 Statements for each individual year group). The more criteria completed at the Expected Standard the more progress is being made.

In Math's, the WRH test raw scores will be used to ascertain progress through each different assessment point.

Pupil Progress meetings

At the end of each assessment period (November, March and June) teachers report on children's attainment bands, and their progress (using Standardised scores where appropriate), using the range of assessment evidence they have gathered and that has been inputted onto the Academy's tracking and analysis system (DcPro).

Data analysis takes place and this is shared at pupil progress meetings where pupil progress and attainment for pupils and key groups is reviewed; interventions using SHINE and other resources for identified pupils are reviewed and organised for the next assessment period.

Assessing children with SEND

Our academy has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals, photographs and Boxall profile data.

Assessment in the Early Years Foundation Stage

As each child enters the Foundation Stage we use our professional judgment to assess whether children are 'on track' or have some delay in their development using The Development Matters framework, expectations at 3 years old.

Within 6 weeks of the child starting in Nursery they will be given a 'baseline' assessment as agreed by the Academy

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In Reception all children are assessed using the statutory Baseline for Reception within the first 2 weeks of the Autumn Term

Formative Assessment

As the year progresses children are monitored on their progress in all areas of development. Examples of children's learning, showing their individual level and if they are on track to meet the ARE, are built up throughout the year and evidenced in individual Learning Journeys and in an assessment file kept by all Early Years teachers. Provision is made for these observations and assessments through experience, play and focused activities. Progress is recorded by observing and assessing children and using the Dojo system and the Academy's termly expectations pro forma (informed by Development Matters)

Assessment Cycle

Baseline - Within 6 weeks of the child joining the setting.

Termly – progress against the Developmental Bands for each area of learning EYFS 'Aspects'.

Summative Data

At the end of Foundation 2 the children will be assessed against the EYFS Profile Early Learning Goals stating whether they are 'met' or 'not met.'

In addition, there will be a written commentary for each child about how they learn in relation to the characteristics of effective learning.

Attitude & Assessment Sheets.

Attitude & Assessment sheets are completed at the end of each half term. A pupils Attainment & Standardised / Test Scores will be compiled and areas highlighted for specific attitudes to learning. The highlight follows a simple traffic light system, Green: On Track, Yellow/Amber: some improvement needed; Red: Immediate improvement needed. These are then shared with Pupils and Parents/Guardians.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing board will:

- monitor whole school data
- monitor assessment practices in school

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- moderate teacher assessments and tests
- set realistic whole school targets
- analyse data for school improvement and reporting
- lead and monitor whole school assessment practices

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- provide training for teachers to ensure a good understanding of assessment and assessment practice

Role of the Nominated/link Governor

The Nominated/link Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

Teachers:

- regularly use ongoing formative assessment and skills analysis
- make summative judgements at defined points in time
- provide feedback to pupils and set realistic targets for individual pupils
- provide assessment information to the senior leadership team, parents and pupils

Teaching assistants:

- provide feedback to teachers on pupil progress and attainment

Role of Parents/Carers

Parents/carers will:

- attend meetings with teachers to discuss their children's attainment and progress
- support children with their home learning

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as monthly newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Use of Data	▪ Reading
▪ School Development plan	▪ Maths
▪ English	▪ Early Years Foundation Stage

Headteacher:	Mr. S Martin	Date:	
Chair of Governing Body:	Mrs. Angela Bradshaw	Date:	

School year assessment overview

September	➤ Report to governors/other required bodies ➤ Nursery baseline ➤ Head Teacher & Teacher performance management ➤ Pupil progress/target setting meetings ➤ Pupil Premium provision maps to be completed and sent to parents (Individual and whole class)
November (End of Autumn 1)	➤ STAR reading test (Y1-6) ➤ English moderation in year groups utilising assessment framework. ➤ Attitude and attainment sheets send out to parents
December (End of Autumn 2)	➤ EYFS data collation and input onto DCpro ➤ Y1-Y6 collation of teacher assessment (All Subjects) ➤ WRH math's tests (Y1-Y6) ➤ PIRA Reading tests (Y1-6) ➤ STAR reading test (Y1-6) ➤ Summative tests for SPaG (Rising Stars) ➤ Input data to DcPro (End of November) ➤ Analyse data/moderation ➤ Pupil progress meetings (including a review of interventions- completed prior to meeting) ➤ Pupil Premium provision maps to be completed and sent to parents (Individual and whole class) ➤ SEND children assessments to be carried out. ➤ SEND IEP review and provision mapping (ensure review meetings with parents)

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January	➤ Attitude and attainment sheets send out to parents ➤ Teacher performance management reviews
February (End of Spring 1)	➤ STAR reading test (Y1-6) ➤ English moderation in year groups utilising assessment framework ➤ Analyse data/moderation ➤ Attitude and attainment sheets send out to parents
March/April (End of Spring 2)	➤ EYFS data collation and input onto DCpro ➤ Y1-Y6 collation of teacher assessment (All Subjects) ➤ WRH math's tests (Y1-Y6) ➤ PIRA Reading tests (Y1-6) ➤ STAR reading test (Y1-6) ➤ Summative tests for SPaG (Rising Stars) ➤ Input data into DC Pro (End of March) ➤ Analyse data/moderation ➤ Pupil progress meetings (including a review of interventions- completed prior to meeting) ➤ Attitude and attainment sheets send out to parents ➤ Pupil Premium provision maps to be completed and sent to parents (Individual and whole class) ➤ SEND children assessments to be carried out. ➤ SEND IEP review and provision mapping (ensure review meetings with parents)
May	➤ National testing in Y2 and Y6 ➤ English moderation in year groups assessment framework (via classroom monitor) ➤ Analyse data/moderation ➤ Attitude and attainment sheets send out to parents
June/July	➤ EYFS data collation and input onto DCpro ➤ Y1 phonics test ➤ Y2 and Y6 teacher assessment against interim frameworks ➤ Y1-Y6 collation of teacher assessment (All Subjects) ➤ WRH math's tests (Y1-Y6) ➤ PIRA Reading tests (Y1-6) ➤ STAR reading test (Y1-6) ➤ Summative tests for SPaG (Rising Stars) ➤ Final teacher assessments Input data into DC Pro (End of June) ➤ Analyse data/moderation ➤ Pupil progress meetings (including a review of interventions- completed prior to meeting) ➤ Transition meetings and class information handover ➤ Data analysis ➤ Attitude and attainment sheets send out to parents ➤ Pupil Premium provision maps to be completed and sent to parents (Individual and whole class) ➤ SEND children assessments to be carried out. ➤ SEND IEP review and provision mapping (ensure review meetings with parents)

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