

GREAT CHART PRIMARY SCHOOL

ASSESSMENT POLICY

September 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Rationale

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, groups and cohorts in order to inform, identify concerns, next steps and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To inform the Governing Body of the school's standards and achievement
- Positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Great Chart Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Coordination of Assessment

The Phase Leaders work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. The Subject Leaders for English, maths, science and PE, also track the progress of pupils throughout the year. Foundation Subject Coordinators monitor progress through looking at books, pupil voice and analysing internal data at the end of each year. Reports are presented to the Governors to highlight pupil progress in English and maths.

Key Features of Assessment at Great Chart Primary School

Day to day (Assessment for Learning/ AFL/ Formative Assessment)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school.

Periodic

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 2, 4 and 6 in Reading, Writing, Maths, S&L, Science and PE.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- (Key Stage 1 SATs optional tests may be used for some pupils)
- Key Stage 2 SATs
- Y1 Phonics
- Y4 Multiplication Tables Check
- Y5 CATs tests

Management Information Systems

At Great Chart Primary School we use Arbor to record and track pupil progress of all pupils. Teacher Assessments are recorded at the end of Terms 2, 4 and 6 for Reading, Writing, Maths, S&L, Science and PE. Pupil progress is monitored each term and Pupil Progress Meetings are held during Term 1 EYFS, Y2 and Y6, and at the end of Terms 2, 4 and 6 for all year groups. At the end of term 2, 4 and 6 the SLT/subject leaders analyse individual, group and cohort pupil progress throughout the school.

Target Setting

Targets are set for all year groups and reviewed throughout the year. Arbor generates targets for end of year expectations. Targets can be changed if a child has achieved their target mid way through the year.

Pupil Progress & Inclusion Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place during Term 1 for EYFS, Y2 and Y6 and at the end of Terms 2, 4 and 6 (or start of the next term) for all year groups. Teachers complete grids prior to the meeting highlighting interventions, impact and areas of concern. The SLT monitors pupils causing concern. Pupils on the Inclusion Profile are discussed during this meeting and the profile is updated.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2026-27 include:

- Pupil Premium pupils
- SEN pupils
- Y2, Y5 and Y6

Key Stage SATs analysis

The SLT, Subject leaders and EYFS Leader analyse Key Stage results using:

- LA data
- DfE data
- Ofsted Data Dashboard
- Arbor

Findings are incorporated into the School Development Plan.

Analysis is reported to:

- Governors
- Staff
- LA via Improvement Advisor

Reports to parents

For Y1-6 Interim reports are sent to parents at the end of Term 2, 4 (or at the beginning of Term 3 and 5) and 6 with levels in Reading, Writing, Maths and Science. Attitudes to learning are also graded. A full, annual report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage 2 SATs results for Y6, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. For EYFS, a report at the end of the year is sent to parents outlining their child's progress and informing them of their child's profile results.

Consultations

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year for parents to view their child's work and classroom. Information available to parents during consultations will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

Assessment Procedures and Calendar

Foundation Stage

Term 1- Information has been acquired prior to the child starting school via:

- Consultations
- Visits and discussions with Play group
- Early Years Transfer Records- completed by nurseries and playgroups

A Baseline Assessment is carried out in the first 6 weeks.

Teachers will begin to complete the Foundation Stage Profile.

- Term 2, 4 & 6- Assessments will be made and scores recorded using Arbor. Analysis completed by class teachers and reported to the Early Years Leader
- Term 5/ 6- Evidence to be collected for moderation. Final scores to be recorded using Arbor. Analysis completed by class teachers and reported to Assessment Leader and Early Years Leader

Year 1

- Term 1- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations.
- Term 2, 4 & 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Phonics check carried out.
- Term 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 2-5

- Term 2, 4 & 6- Pupils will be assessed against year group expectations and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher
- Year 5 will carry out CATs tests during Term 5
- Year 4 will carry out the MTC during term 6

Year 2

- *Optional KS SATs may be given to some Year 2 children*

Year 6

- Term 2, 4, and 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents. Analysis completed and sent to Assessment Leaders.
- Term 5 SATs tasks and tests administered.
- Term 6- Results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.

Assessments for SEND pupils

Pupils with SEND are assessed using the same inclusive assessment practices as all pupils, with reasonable adjustments made to ensure accessibility while maintaining assessment integrity. Adaptations may include additional time, alternative recording methods, visual supports, or use of familiar resources. Assessment focuses on progress from individual starting points, measured against SEND Support Plans or EHCP outcomes as well as curriculum expectations where appropriate. For pupils working significantly below age-related expectations, we use developmental frameworks or specialist tools to capture small steps of progress. The SENCO works with teachers to ensure assessment informs provision and planning. SEND pupil progress is analysed separately to ensure this vulnerable group achieves well, with early identification of pupils needing additional support.

Handover

At the end of each academic year time is allocated for staff (including TAs) to pass all information onto the next teacher and TA.

Assessment- Science, History, Geography, RE, Art, DT, PE, Music, Computing & (MFL)

End of unit assessments will take place reviewing target memories. These will be recorded using google spreadsheets (WTS, EXS, GDS). An end of year judgement will be recorded using ARBOR. (PE and Science recording will be completed 3 times a year to provide evidence of impact for Sport Premium funding.)

Marking

See Marking & Feedback Policy

Home Learning

Please refer to the Home Learning Policy. Work is marked by the teacher by indicating that it has been looked at.

Primary School Transfer to Secondary School

For pupils leaving the school, up to date records are forwarded to the new school.

Compiled by : Wendy Pang (Headteacher)