



Assessment Policy

Review Date	November 2025
Reviewed By	SLT & Governors
Next Review	November 2026
<i>Summary of changes</i>	<i>New GL Assessments – Standardised Tests Pupil progress meetings - adapted New Interim Report Cards SEN changed to ALN</i>

Head Teacher Date

Chair of Governors Date

Gnoll Primary School

Assessment Policy

Introduction

Accurate, intelligent, informed assessment provides valuable data for the teacher in planning learning for pupils. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both an individualised and whole school basis.

It is a continuous process by which teachers find out about their pupils' capabilities and achievements.

It is an integral part of the National Curriculum statutory procedures. This policy outlines the purpose and management of assessment in our school. The implementation of this policy is the responsibility of all teaching staff.

Aims:

- To provide the teacher with formative information about pupils. This enables them to identify future targets for the class, group and individual as appropriate within the subject areas
- To provide a diagnostic tool which enables the teacher, or management to identify children's strengths and weaknesses and therefore target resources appropriately
- To inform medium and short term planning
- To ensure LNF, DCF and integral skills are planned and assessed appropriately throughout the school
- To monitor pupils progress throughout the school
- To provide information for parents about their children's progress
- To promote continuity and progression between year groups
- To ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work
- To ensure a consistent approach to judging pupils' attainment
- To identify and support pupils with an additional learning need
- To assist in the evaluation of teaching and learning throughout the school
- To support the professional development of teachers
- To encourage teacher reflection as to the appropriateness of teaching styles employed

Organisation

All members of staff are responsible for the implementation of this assessment policy. Assessment is carried out in the following ways:



1. Statutory Assessment Guidance: (Curriculum for Wales- Summary of Legislation)

Mandatory

Schools must ensure that the assessment arrangements that are made:

- require the ongoing assessment of every learner throughout the school year by the relevant practitioner
- require practitioners to assess the progress made by learners
- require practitioners to assess the next steps in their progression
- require practitioners to assess the learning and teaching needed to make that progress
- are suitable for learners of differing ages, abilities and aptitudes
- are implemented

Assessment arrangements must be made at the same time as the curriculum is being designed.

Schools must ensure that the arrangements for assessing on-entry:

- require the assessment of abilities and aptitudes of learners against the relevant curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress
- are suitable for learners of differing ages, abilities and aptitudes
- include arrangements for assessing learners'
 - numeracy and literacy skills
 - physical, social and emotional development
- take place within 6 weeks of the learner first beginning in the school.

2. External assessments

Pupils from Year 2 to Year 6 sit a procedural maths test, reasoning maths test and a reading test in May each year; this is issued from Welsh Government and is internally marked by SLT. Results are sent to Welsh Government and a report to parents is generated and issued with the end of school report.

3. Internal assessments

In addition to the external requirements other formal assessments are carried out in school. They are as follows:

- RWI Assessments- every 7 weeks
- White Rose Maths- every half term
- Nursery Baseline- upon entry
- Reception Baseline – on entry
- Wellcomm Speech and Language Screening- upon entry to nursery and pupils with communication difficulties
- Thrive profiling- termly
- GL Standardised Assessments – Maths, reading, spelling and PASS once per Autumn Term and once per summer term



The results of all these formal assessments, both internal and statutory are maintained in an assessment file by the school. The Senior Management Team, ALNCoS and subject coordinators analyse the results annually in order to prioritise resource allocation and support throughout the school. Class teachers are provided with a copy of their individual class's results and results for the pupils that are entering their classes in the new academic year. These provide them with necessary information with which to plan their teaching for the following academic year.

3. Teacher Assessment

The class teacher carries much of the formative assessment in school. This informs planning and individual, group and class targets. The school uses the LNF and DCF to support assessment as well as the integral skills.

Teacher assessments should:

- Be systematic and continuous throughout each progression step linked to achievement
- Provide all pupils with the opportunity to demonstrate the skills which they have mastered and are able to apply as well as what they know, understand and can achieve
- Use a variety of assessment techniques
- Be carried out as part of normal classroom activities, use both formal and informal assessment opportunities

Teacher Assessments are recorded in the following ways:

Pupil Progress

Teaching teams meet termly to discuss each pupil's progress in:

- Reading
- Writing
- Oracy
- Mathematic
- Wellbeing

Pupils are graded on their attainment:

Attainment	
Emerging	Working towards expectations.
Expected	In line with expectations
Exceeded	Above expectations.

This is recorded on the schools tracking spreadsheet (from Jan 2026). The information is relayed to parents via: Interim report cards (autumn), pupil progress face to face meetings (spring) and end of year report (summer).



3. Whole school standardisation and moderation

We aim to carry out standardisation and moderation exercises during the school year.

Equal Opportunities

When making assessments, teachers need to be aware of the dangers of bias in respect of gender, race, or social background. In the case of children with Additional Learning Needs, where evidence of attainment in maths and science is provided, it is essential to state whether a reader or scribe was necessary in the assessment process.

Items to pass onto the next class teacher

- RWI Assessments
- White Rose Maths Assessments
- Standardised test data
- Teacher assessment data
- Literacy and numeracy test results
- Concerns lists for ALN pupils
- Safeguarding information- via My Concern
- ALN file and information- via ALN Chronology (Hwb)

