

Assessment Procedures

Stanley Grove Primary and Nursery Academy

1. Purpose of Assessment

At Stanley Grove, assessment is used to:

- Monitor pupils' progress and attainment
- Identify strengths and areas for development
- Inform planning, teaching and intervention
- Ensure all pupils make good or better progress
- Provide clear information to pupils, staff, parents and governors
- Meet statutory assessment requirements

Assessment is integral to high-quality teaching and learning and is used formatively and summatively to support every child to achieve their full potential.

2. Principles of Assessment

Our approach to assessment is:

- **Purposeful** – directly informs teaching and learning
 - **Inclusive** – supports all learners, including SEND and disadvantaged pupils
 - **Proportionate** – avoids unnecessary workload
 - **Consistent** – used reliably across the academy
 - **Child-centred** – focuses on progress as well as attainment
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3. Assessment in the Early Years Foundation Stage (EYFS)

3.1 Baseline Assessment on Entry

- All children are assessed on entry to Nursery and Reception using:
 - Observations
 - Professional dialogue
 - Play-based assessment
 - Information from parents and previous settings
- Baseline assessment provides a starting point against the **seven areas of learning**.

3.2 Ongoing Assessment

- Assessment is continuous and based on:
 - Daily observations
 - Adult-led and child-initiated activities
 - Evidence gathered through learning journals
- Judgements are made against the **EYFS Statutory Framework (2023)**.

3.3 End of Reception Assessment

- At the end of Reception, children are assessed against the **Early Learning Goals (ELGs)**.
 - Outcomes are reported to parents and the local authority as required.
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4. Phonics Assessment (Read Write Inc)

- The academy uses **Read Write Inc (RWI)** to teach phonics.
 - Pupils are assessed:
 - **Half-termly** as a minimum
 - **More frequently** where progress or concerns indicate this is necessary
 - Assessments are used to:
 - Group pupils appropriately
 - Identify pupils needing targeted intervention
 - Ensure rapid progress and fidelity to the RWI programme
 - Assessment data is analysed by class teachers, reading leaders and senior leaders.
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5. Phonics Screening Check (PSC)

- The **statutory Phonics Screening Check** is administered to all Year 1 pupils.
 - Pupils who do not meet the expected standard are re-checked in Year 2.
 - In addition:
 - Internal phonics assessments take place **termly** to monitor progress
 - Outcomes inform teaching, grouping and intervention
 - Parents are informed of outcomes and support strategies.
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6. Reading, Writing and Mathematics Assessment

6.1 PIRA and PUMA (Year 2 and Above)

- From **Year 2 onwards**, the academy uses:
 - **PIRA** (Progress in Reading Assessment)
 - **PUMA** (Progress in Understanding Mathematics Assessment)

- These assessments are administered **termly**.
- Results are used to:
 - Track progress over time
 - Inform teaching and intervention
 - Support teacher assessment judgements

6.2 Teacher Assessment

- Teacher assessment remains central and is informed by:
 - Daily formative assessment
 - Classwork and discussions
 - End-of-unit assessments
 - Standardised assessments (where appropriate)
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7. Formative Assessment

Teachers use formative assessment strategies daily, including:

- Questioning and discussion
- Feedback and marking
- Self and peer assessment
- Observations
- Low-stakes quizzes

These approaches support responsive teaching and ensure misconceptions are addressed promptly.

8. Summative Assessment

Summative assessments are used to evaluate pupil learning at key points and include:

- RWI assessments
 - PIRA and PUMA tests
 - End-of-term teacher judgements
 - Statutory assessments (EYFS Profile, PSC, MTC KS2 SATs where applicable)
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9. Use of Assessment Information

Assessment information is used to:

- Identify pupils needing support or challenge
 - Plan targeted interventions
 - Track the progress of key groups
 - Inform pupil progress meetings
 - Report progress to parents and governors
 - Evaluate the effectiveness of teaching and the curriculum
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10. Reporting to Parents

Parents are informed of their child's progress through:

- Termly parent meetings
 - Annual written reports
 - End-of-key-stage statutory results
 - Ongoing communication where appropriate
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11. Roles and Responsibilities

Teachers

- Carry out assessments accurately and consistently
- Use assessment to inform teaching and planning
- Identify pupils requiring intervention

Subject Leaders

- Monitor assessment practices within their subject
- Analyse data and support staff

Senior Leaders

- Ensure assessment systems are effective and manageable
- Monitor outcomes and address underperformance

Governing Body / Trust

- Monitor standards and outcomes
 - Hold leaders to account for pupil progress
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12. Inclusion

Assessment arrangements are adapted where necessary to support pupils with SEND, EAL or additional needs, ensuring fairness and accessibility.
