

Assessment at Our School

*Assessment at our school supports learning, values progress, and helps every child **grow** with confidence.*

Why Assessment Matters

We use assessment to:

- understand what pupils already know and can do,
- identify gaps in learning early,
- plan teaching that meets pupils' needs,
- provide timely support and challenge,
- check that pupils are making progress over time.

Assessment is purposeful and proportionate. It is not about testing for its own sake, but about ensuring teaching helps pupils learn well and remember more over time.

Understanding Starting Points

At the beginning of each academic year, pupils complete a small number of baseline assessments. These help us build an accurate picture of each child's starting point in key areas.

We use:

- **Salford Reading Test** – to assess reading accuracy and comprehension
- **Sandwell Early Numeracy Test** – to assess early number understanding
- **Parallel Spelling Test** – to assess spelling ability and patterns

These assessments are combined with teachers' professional knowledge and classroom observations. This ensures we understand pupils as individuals and can identify those who may need additional support early.

How Assessment Is Used in Lessons

Assessment information is used by teachers to support day-to-day learning. This includes:

- adapting lessons to address gaps or misconceptions,
- grouping pupils flexibly for reading and maths,
- revisiting key knowledge when needed,
- providing additional challenge for pupils who are ready to move on.

Alongside baseline and end-of-year assessments, teachers use ongoing formative assessment (questioning, observation, discussion and work in books) to check understanding and respond quickly in lessons.

Supporting Pupils Who Need Extra Help

Assessment helps us identify pupils who may benefit from additional support, particularly in:

- reading,
- spelling,
- early numeracy.

Targeted interventions are planned using assessment information and are reviewed regularly. We check that support is making a difference and adapt it where needed. This ensures that pupils who need extra help receive it in a timely and effective way.

This approach is especially important for:

- disadvantaged pupils,
- pupils with SEND,
- pupils working below age-related expectations.

Checking Progress Over Time

At the end of the academic year, pupils complete summative assessments. These allow us to:

- measure progress from baseline,
- evaluate the impact of teaching and interventions,
- identify strengths and areas for development.

We focus on progress over time, rather than single results, to ensure pupils are building secure knowledge and skills.

Monitoring and Evaluation

School leaders monitor and evaluate assessment through:

- pupil progress meetings,
- review of assessment information,
- work scrutiny and learning walks,
- professional discussions with staff.

This helps leaders ensure assessment is used consistently and effectively, and that it continues to support high-quality teaching and learning.

Honest Self-Evaluation and Improvement

Assessment practice in our school is strong and effective, and most pupils make secure progress from their starting points.

Leaders are also clear about areas for further improvement, including:

- strengthening consistency in how assessment informs daily teaching,
- sharpening evaluation of the impact of interventions.

This honest self-evaluation demonstrates our commitment to continuous improvement and our capacity to improve further.

What This Means for Parents

For parents, our approach to assessment means:

- your child's needs are identified early,
- teaching is adapted to support and challenge them,
- additional support is put in place when needed,
- progress is carefully monitored and reviewed.

We are always happy to discuss assessment and progress with parents and carers and to work together to support every child's learning.