



Assessment Policy

Rationale

Assessment is a continuous process which is integral to teaching and learning; allowing children to reach their true potential. It is systematically incorporated into all teaching to promote accelerated, better than expected progress for individuals, groups and cohorts. At Willow Wood Primary School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children; and it is from this that we derive our assessment practices.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and deployment of resources
- Plan interventions which are regularly assessed and reviewed
- Ensure a consistent approach to measure progress towards and against National Standards
- Ensure that teachers and children know what children are learning, what they have achieved and how they can further improve.

At Willow Wood Primary School assessment must be:

- Accurate – staff are aware of the standards and judge children's work correctly and are aware of the standards and National Curriculum objectives for each year group
- Fair – implementing valid and comparable methods
- Reliable – ensuring consistent judgements, based on a range of evidence
- Useful – identifying barriers to learning and identifying and discussing next steps in learning
- Focused- identifying where children need additional input, support or intervention
- Continuous – enabling accurate transfer between year groups, key stages and schools

Types of Assessment

Formative – This is day to day assessment which is carried out by teachers and is key to highly effective classroom practice.

Teachers identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.

Parents gain a broad picture of where their child's strengths and weaknesses lie and are informed of what they need to do to improve.

Formative assessment includes –

- ❖ Questions and answers during lessons allowing staff to re-direct lessons if misconceptions occur or understanding is stronger than originally thought.
- ❖ Quizzes
- ❖ Marking of pupil's work; including via live marking in lessons.
- ❖ Discussions and conversations with children.
- ❖ Observational assessment.
- ❖ Work recorded in books.
- ❖ Answers to questions posed in marking.

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Summative – Children in EYFS, KS1 and KS2 are assessed periodically and progress is recorded nationally as well as in school. Test materials and Statutory Government Tests are used to support teachers in making accurate judgements.

School leaders are able to monitor the performance of pupil cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Teachers evaluate learning at the end of a unit or period, as well as the impact of their own teaching.

Pupils understand how well they have learned and understood a topic or unit of work taught over a period of time. It should then be used to provide feedback on how they are to improve.

Parents stay informed about the achievement, progress and wider outcomes of their child across a period.

National Assessments include –

- EYFS baseline
- End of EYFS
- End of Year 1 Phonics Screening
- End of KS1 SATs
- Multiplication Tables Check
- End of KS2 SATs

Other assessments may include –

- ❖ End of unit / topic assessments
- ❖ Reading age assessments
- ❖ Termly NFER assessments (Maths and English)

Tracking

All individuals and cohorts are tracked throughout the year. Data is inputted into SIMs each term. Analysis documents are then produced by an external consultant. Progress and attainment analysis is completed regularly by the Headteacher and the Senior Leadership team (SLT), core subject leaders and teachers. Data is also discussed and challenged by Governors. Pupil progress is discussed in detail with class teachers and support staff during Pupil Progress Review meetings which take place each term. Focus groups for these meetings include:

- Disadvantaged
- SEND
- MAG&T
- Lower attaining and
- Vulnerable children

Roles and Responsibilities

- Governing body – Monitor whole school attainment and progress data.
- Headteacher – Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and appraisal targets. Headteacher monitors the outcomes of pupil progress reviews and leads the pupil progress reviews of cohorts at the end of each Key Stage (EYFS, KS1, KS2) and monitors the attainment and progress of all individuals, groups and cohorts of pupils in school.
- Teachers - carry out the regular, accurate assessment of pupils following the school

assessment 'Band' system and foundation subject tracking booklets. This information is recorded on SIMs for all subject areas. This information informs the planning process and is utilised when reporting to parents.

- TA's / HLTA's – Support children with their learning as directed and provide targeted interventions as directed. Assessment information gathered as a result of intervention is recorded and shared with the SENCO, Headteacher and class teachers to further inform planning and to ensure interventions are reviewed regularly.

Assessment Criteria

Following the implementation of the new National Curriculum, the government has removed the level descriptors which were previously used to measure pupil progress and attainment. With levels removed and the focus on securing progress for every pupil, staff at Willow Wood Primary School assess children using a system of 'Bands' which track progress. Through the bands, the children are expected to make progress from their individual starting points and achieve on average 1 point of progress a term.

This is recorded in SIMs as

- (autumn term)
- = (spring term)
- + (summer term)
- M (mastery)

Communication with Parents

Parents are encouraged to be active participants in their child's learning. We have an open-door policy whereby parents can seek support and advice from any staff member. We endeavor to communicate effectively through providing curriculum information on the website, homework tasks, reading journals, reports, open days, parental workshops and social media.

Children's attainment and progress is discussed at parent consultation meetings which take place across the school year. Teachers are also available for discussion with parents daily if so required. Formal parent's evenings happen twice per year – in the autumn and spring terms and then an optional drop in session in the summer term following the publication of the final report.

Interim reports (Christmas) and end of year reports (July) are shared with parents and these comment on children's attainment and progress in all subjects as well as attitudes to learning. Key assessment data (including end of Key Stage data and where applicable National comparisons) will also be included in these reports.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs and disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupil's special educational needs and any requirements for support and intervention.

We will use all meaningful ways of measuring aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations for all pupils; however, this is for the effort put in as well as the outcomes achieved.

For pupil' working below the national expected level of attainment, our assessment arrangements will consider pupil progress relative to pupil starting points, and take this into account alongside the nature of the pupils learning difficulties.

EYFS Assessment

At Willow Wood Primary School, we believe that everyone is treated equally, encouraged and respected. We believe that all children should be given every opportunity to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring environment where all children enjoy their educational journey.

Within 6 weeks of children starting Nursery they are given a baseline assessment which assesses which age band they are working in across the EYFS areas of learning. The outcomes of these assessments are not shared with school.

At the end of EYFS children are assessed and given a score for each area of learning.

1= working below the standard.

2= working at the standard.

Formative Assessment

As the year progresses, children are monitored on their development and progress in all areas of learning. Examples of children's learning, showing each child's individual level and stage of development are collected each week and recorded. Provision is made for observations to be recorded through child-initiated learning experiences and adult directed learning. EYFS data is recorded using SIMs.

Evidence from a range of sources is used to make judgements of pupil's levels using observations. Staff use their knowledge of pupil's abilities from their lesson times and from day-to-day interactions in play. If a pupil has attended a previous setting, key people will look through the information provided to get a picture of the pupil and to support their assessments.

Parents

Parents are included in their children's learning journeys through both the homework tasks set and through their contributions to Learning Journey books. Parents are able to view and contribute to the learning journeys at any time. Parents will also have the opportunity to discuss their child's development and learning informally with staff as an on-going process and through formal parent's evenings. Parents will also receive interim and final end of year reports.

Moderating Assessment Judgements

Internal moderation – staff have the opportunity to discuss assessment judgements with others in addition to informal on-going dialogue. Internal moderation is planned throughout the year.

External moderation – meetings take place across the year with others schools and the LA school improvement officers.

Standardisation – so make sure that work judged to be at the same level is accurate and the same; staff bring books to staff meetings where they look and ensure that work assessed at the same level has the same characteristics.

SEND

The school has a number of children who have specific and /or profound learning needs and who may therefore not be accessing the curriculum for their year groups. Those with profound SEND, who are working below the yearly progression documents, are assessed using the Engagement Model or pre-key stage standards. The SENco is responsible for collecting their data. The class teacher and relevant support staff are responsible for the upkeep of individual SEND children's records of progress and data. Their data will also be included on the centralised SIMS system. The SENco will meet regularly with support assistants and teachers to monitor record keeping and target setting for those children. As part of the termly assess and review process, all phase leaders meet with the SENco to discuss the progress of children with SEN and identify further actions for individuals e.g. involvement of external agencies and classroom strategies. These actions are then reviewed and discussed in the leadership tracking meetings.

Roles and Responsibilities

The headteacher is responsible for –

- ❖ Overseeing standards of teaching / learning and assessment across the school.

The leadership team are responsible for-

- ❖ Reviewing the school's assessment procedures and policy on an on-going basis.
- ❖ Monitoring the assessments of staff for accuracy.
- ❖ Ensuring books and files match in the data they contain.
- ❖ The deputy headteacher will upload and send all data for analysis.
- ❖ Sharing progress reviews with staff.
- ❖ Overseeing standards of teaching / learning and assessment within their phase.
- ❖ Acting upon concerns about a pupil's progress to ensure adequate support is provided.
- ❖ Evaluating the impact of any interventions to ensure that they are effective.
- ❖ Analyzing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The SENco is responsible for-

- ❖ Collecting data for all SEND children.
- ❖ Monitoring the progress of SEND children, using the Engagement Model.

The governors are responsible for –

- ❖ Holding the headteacher and leadership team to account for progress and standards.

Teachers are responsible for –

- ❖ Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- ❖ Informing their phase leader of any children they are concerned about in a timely fashion.
- ❖ Reporting the results of summative tests.
- ❖ Collating data for submission.
- ❖ Analyzing data as part of their subject leadership reports.
- ❖ Presenting to governors as required.
- ❖ Attending pupil progress reviews.
- ❖ Reporting pupil progress to parents via reports.

Monitoring

This policy will be reviewed yearly by the Head Teacher, Leadership Team and Governors. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy. The Leadership Team are responsible for ensuring that the policy is followed.

The Head Teacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book monitoring, pupil voice and pupil progress meetings.

Marking and Feedback

See feedback policy for further information.