

WELBECK PRIMARY SCHOOL



Assessment Policy

Approved	July 2025
Next Review	July 2026

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which objectives may be set and children's progress tracked and monitored. This is done in partnership with the children. It will be communicated with pupils and parents through marking, conferencing or setting and reviewing targets and test results when appropriate.

Assessment is incorporated systematically into teaching strategies in order to diagnose misconceptions and track progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements in ensuring every pupil makes progress.

Using the principles and processes of assessment we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally throughout lessons and a unit of work. The results of formative assessments have a direct impact on the planning, teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books. Formative assessment is used to assess pupil attainment and progress in Core and Foundation Subjects.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests or at the end of a unit of work, also in spelling, reading and phonics tests etc. Summative tests support teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupils. Summative tests in reading, spelling, punctuation and grammar and maths are completed at the end of every term and inform assessments.

Assessment in the Foundation Stage

On entry to the school, children are assessed using a Reception Baseline Assessment (RBA) within the first six weeks of starting. The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of KS2 can be created. Assessments are used to inform planning, set targets and aid early identification of special needs and targeted interventions.

Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order that children make progress.

During their reception year children will be assessed using the Foundation Stage Profile. This is based on teacher's ongoing observations and assessments in the seventeen Early Learning Goals (ELG).

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and use to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Pupil work
- Progression of skills documents per year group
- Tracking progress using the school's Arbor Assessment System
- EYFS, Phonics and KS2 SATs results
- Phonics tracking documents
- Provision Maps

- Spelling/CVC words/Weekly arithmetic and times table tests
- Children's records of achievement

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class, or next phase of their education.

If a pupil is absent for any of the above assessments, every effort should be made to administer it at the earliest opportunity.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system to ensure consistency of standards. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- Through informal and formal cross-phase moderations with colleagues in school
- Through rigorous cross-school moderation with colleagues in NST schools
- By attending LA sessions to quality check our judgements are in line with other schools and national standards
- By using the Standards exemplification materials

School portfolios of moderated work are kept by curriculum leaders.

Reporting attainment and progress

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents on pupil attainment and progress
- Information from outside agencies when appropriate
- Targets for the children to improve

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the Core and Foundation Subjects of the National Curriculum. Grades are given for attainment, in terms of national age-related expectations, and enthusiasm for learning regarding their attitude.

Achievable, specific targets for English and Maths are also set for each pupil. For children at the end of Key Stages 1 and 2, additional information including results of the SATs tests will also be provided.

Formal parent consultations are held in the autumn and spring terms. Other consultations can be requested by parents if this is necessary. Special needs reviews are also held termly with parents.

Target Setting and reviewing progress

Teachers set pupil targets in October in pupil progress meetings with senior leaders and complete Arbor Tracking grids. These are based on previous pupil assessments and information obtained through assessment for learning in lessons in September. Targets are set based on National Expectations. See grid below.

	End of EYFS	End of Year
Working below Key Stage expected level	-	PKS
Working below Year Group expected level	-	BLW
Working towards Year Group expected level	1 (40-60s)	WTS
Working at Year Group expected level	2 (40-60s+)	EXS
Working above year group expected level	3 (40-60e)	GDS

SEN pupils are assessed using B-Squared assessment. Pupil's are assessed against prescribed, achievable steps.

Pupil progress meetings are held termly with the Head/Deputy Head/Assistant Head to track progress, identify underachieving pupil's and plan targeted support to accelerate progress.

Class teachers complete termly assessments for their class and give copies to the assessment co-ordinator in autumn, spring and summer terms. Class teachers also complete end of term data analysis identifying underachievement and implementing provision to target this. This is analysed at SLT meetings with senior leaders. Key Stage Leaders are also responsible for monitoring attainment across their key Stage by reviewing termly data analysis and discussing progress in Key Stage Meetings. Information gathered is kept in Key Stage Leader files and shared with SLT termly.

The Role of the School Assessment Leader

The assessment leader has the responsibility for the implementation and development of the assessment, recording and reporting procedures in school.

Their responsibilities include:

- providing detailed information for the SDP and SEF and sharing information with staff, SLT and governors
- leading the development of assessment, recording and reporting procedures
- Monitoring and reviewing assessment
- liaising with subject and key stage leaders within the school
- leading INSET
- Supporting ECT and new staff members in data analysis

Monitoring and Evaluation

Assessment, recording and reporting procedures are reviewed annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives. This policy is reviewed in line with the school cycle.

Policy reviewed: July 2025

Next review: July 2026