



# Winscombe Primary School

Care, Aspire, Respect and Excel

## Assessment Policy



<b>Date Agreed</b>	January 2026
<b>Review Date</b>	January 2028

## **Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## **Legislation and guidance**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

## **Principles of assessment**

At Winscombe Primary School, we endeavour to support children to achieve to the best of their abilities and strive towards reaching their full potential. We believe that assessment is fundamental to being able to extend and challenge children in their learning, in order to achieve this.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether as an individual, group, class or whole school.

Assessment, albeit formative or summative, is at the heart of teaching and learning in our academy. It provides evidence to guide teaching and learning and provides the opportunity for children to demonstrate and review their progress.

Assessment is only effective if there is regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

*Aims of Assessment in our academy are:*

- To maximise pupil achievement;
- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning, at *all* levels
- To provide rich – open –ended learning activities that are matched to the pupils starting points and that allows them to extend their skills and understanding
- To enable children to demonstrate what they know, understand and can do in their work;
- to help children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of all children within our own school curriculum
- to ensure that pupil progress and attainment is tracked effectively
- To ensure our assessment cycle (Appendix A) provides opportunities to produce accurate data to influence future planning, teaching, learning and the wider curriculum and thus meets the needs of all pupils
- To inform parents of their children's progress and attainment against expected outcomes at formal Parent consultations in the Autumn and Spring terms, through the annual report in July and at any informal point during the school year

### **Assessment approaches**

At Winscombe Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **In-school formative assessment**

Formative assessments are learning processes and teaching approaches that aid a pupil's control of their learning and as such enhance their progress.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives –  
“We Are Learning To” - WALT, Success Criteria – Steps for Success, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

*‘The most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment’ Shirley Clark*

The following are some of the formative assessment teaching methods we use as a school to assess and support learning:

- Self and peer feedback – *pupils are provided planned opportunities to self and peer assess, to encourage reflection on their learning, during or at the end of a lesson.*
- Mixed ability paired learning – *Teachers skilfully ensure children are appropriately partnered, where appropriate, to benefit from mixed ability learning. This enhances the skills recognised in Blooms Hierarchy and provides challenge for all learners.*
- Clear learning objectives - WALT (We Are Learning To) and co-constructed success criteria (Steps For Success)– *these are key measures to ensure pupils have clarity of expectation in a lesson. In some instances, a WALT is encountered during the learning experience. When children are required to think deeply about the learning or have experienced a 'hook' into a new topic, the WALT becomes evident and the children re able to identify this independently by reflecting on what it is they now know.*
- Pupil feedback – *extensive research (HT paper, EEF) indicates verbal feedback is far more effective than written, due to its immediacy and...our emphasis upon verbal feedback is highlighted in our Marking and Feedback policy. This also contributes to reducing teacher's workload, as we do not have an onerous marking approach.*
- Rich questioning – *high quality questioning enables a learner to dig deep into their metacognition processes, thus actively **monitoring** one's own learning and, based on this monitoring, **making changes** to one's own learning behaviours and strategies.*
- Effective plenary sessions - *these may occur within the lesson as well; to draw attention to key learning points, clear misconceptions, highlight success criteria and identify how learning can be moved on. These are also used for pupils to generate their own end of topic quizzes or presentations.*

These methods enable teachers to make formative assessments of their pupils, evidenced in pupil books, observations of pupils, reading records, foundation subject assessment tasks etc which in turn, contributes to judgements made against pupils' knowledge, skills and understanding.

Significant research and training underpins these approaches, particularly from Shirley Clark philosophies, in light of the new curriculum without levels and understanding of the importance of a deeper level of learning. This pedagogical approach has been underpinned by the use of Blooms Taxonomy in our planning and approach.

### **In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** 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** to evaluate both learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

We predominantly use Testbase Merit summative assessments across Maths and English, through the year, to indicate a child's achievement and progress, at that point in time. This will then feed into future planning, alongside formative assessment strategies, to ensure children's learning progresses.

Please see examples below.

<b>Phonics</b>	Individual Phonic assessments, based on ULS Phonics screening assessments
<b>Reading</b>	Hertfordshire reading ages Testbase Merit Reading Comprehension for years 2 – 6 (termly) Year 2 and 6 past SAT papers
<b>GPS</b>	Testbase Merit Grammar, punctuation and spelling tests for years 2 - 6 (termly)
<b>Writing</b>	Writing assessments Year 1 - 6 writing moderation Weekly spelling tests
<b>Maths</b>	Weekly times tables tests End of unit White Rose assessments Testbase Merit Arithmetic and Reasoning and Problem Solving tests for years 2 - 6 (termly)

These summative assessments are used throughout the year and provide a useful benchmark of comparison in the children's acquisition of knowledge, skills and understanding.

We use SOLO (Structure of Observed Learning Outcomes) taxonomy to assess pupils' learning in foundation subjects. This approach allows teachers to evaluate understanding in a clear and structured way, from simple to complex levels of knowledge. Assessment outcomes are recorded on the Foundation Subject Assessment Tracker, which enables staff to monitor progress over time, identify gaps, and plan next steps in teaching and learning.

The school will also make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. High Needs **SEND pupils** are assessed against their EHCP targets and pre-key stage standards.

Each term, children holding an ADPR cycle, have a review with parents to summarise progress and identify next steps in learning.

Moderation

- Moderation of writing and maths takes place within the academy, each term, during SIP visits and at staff meetings.
- The academy is subject to external moderation for EYFS, KS1 and KS2 as appropriate

Assessment in the **EYFS** takes the form of observation, and this involves the teacher and other adults as appropriate. We make regular assessments of children's learning, and in a variety of forms. We use this information to ensure that future planning reflects identified needs. These observations are recorded in children's individual 'Learning Journeys' on an online journal called Tapestry. This also contain information provided by parents.

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** 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** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- KS1 statutory teacher assessments at the end of year 2
- Year 4 Multiplication Check
- KS2 National Curriculum tests and teacher assessments at the end of year 6

### **Collecting and using data**

Assessment data is recorded on a WLT system, called Bromcom. This is an ongoing Assessment Tracking system that allow teachers to record pupil's progress throughout the year. It then contributes to PPM meetings that are held on a termly basis. Records are kept of the termly meetings that include reference to pupils who are not making expected progress and the interventions and support that will be put in place to support their future learning and improve outcomes. PPM meetings collate the data and the headteacher analyses and reports to SIP and LPB on headline data. School leaders also analyse data sets, according to their role, to identify groups or individuals that need additional support or tailored curriculum delivery.

### **Records and Record Keeping**

- All teachers use the Bromcom system and pupil progress proformas to record summative assessments.

- Formative Assessment occurs daily and weekly and is recorded on class based and subject based record sheets. This is then used to provide summative data at the end of each term.
- Other forms of record keeping used by teachers include planning, children's work, teachers' observations notes, evaluations on planning.
- Records of data analysis are shared with local partners through Headline data packs that include collation of in house and national summative data.

## **Reporting to parents**

The outcomes of our assessments are shared with parents and carers at parent's evenings throughout the year and end of year reports. We also offer informal meeting to any parents throughout the year.

Through these meetings and reports we share details on the child's general progress, pupil attendance, results of any examination and parents are informed of children's next steps in learning and future targets and goals so they can support at home. Parents in our Reception have access to their child's online learning journal, Tapestry.

## **Inclusion**

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

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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

## **Training**

Teachers and school staff are regularly informed of developments in assessment practice, including formative assessment techniques and question level analysis of summative data.

## **Roles and responsibilities**

### **Local Partners are responsible for:**

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **The Headteacher is responsible for:**

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to local partners on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for following the assessment procedures outlined in this policy

## **Monitoring**

This policy will be reviewed biannually by the Headteacher. All teaching staff are expected to read and follow this policy. The Headteacher will monitor the effectiveness of assessment practices across the school, through our monitoring schedule, which includes moderation, lesson observations, learning walks, PPMs and book scrutiny.

## **Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- SEND policy
- Feedback and Marking Policy

## **Targets and Target Setting (Please see policy for more information)**

- We set challenging but achievable yearly cohort group targets. These reflect the percentage of the Year Group who should achieve Age Related Expectations by the end of the year in reading, writing and maths. These targets are designed to ensure pupils are Secondary Ready by the end of Year 6. Progress towards the targets are monitored through termly pupil progress meetings and support Performance Management goals.

## **Inclusion Statement:**

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching.

Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual.

Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.

## The assessment cycle

