



A FAMILY, A FOUNDATION, A FUTURE

# Whitminster Endowed Cof E Primary School

## Assessment Policy

Agreed by Governors: Spring Term  
2025

Review Date: Spring term 2027

### Linked Policies: Feedback and Marking

#### Introduction

This policy sets out to clarify the assessment and record keeping procedures for teaching and learning in our school, and to explain how this information is used to help raise standards.

It seeks to do this by explaining the following:

- Who is responsible
- Aims and objectives
- How we plan for assessment and who it is for
- How we implement these plans
- How we assess progress
- What resources are available

#### Statement on Assessment

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. We give our children regular feedback on their learning so that they understand what it is that they need to do better.

Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, at specific times of a year, or of a key stage. Test results, too, describe pupil performance.

These results are added to our computerized pupil tracking system to monitor progress.

In line with Data Protection and GDPR:

Data held will be relevant to the stated purpose and adequate but not excessive.

The school will ensure, as far as is practicable, that the information held is accurate and up-to-date.

The school's use of data will comply with the Retention Policy covering every type of school record.

Information will only be held for as long as is necessary after which the details will normally be deleted. Where details of individuals are stored for long-term archive or historical reasons, and where it is necessary to retain the personal detail within the records, it will be done within the requirements of the legislation.

#### Aims

We aim to ensure that:

- Assessment should be seen as an integral part of teaching and learning
- The policy is implemented consistently throughout the school.
- We provide good quality evidence of achievement for our pupils, their parents, teachers and other professional bodies.
- Assessment is used to inform planning, building on pupils' known levels of achievement in order to provide each individual pupil with an appropriate level of challenge

- Assessment helps us to accurately indicate levels of attainment for pupils against nationally agreed standards.

## **Objectives**

### **We will:**

- Have agreed whole school principles for assessment
- Have clear manageable systems of assessment that provide records and reports across the curriculum
- Plan assessment opportunities
- Provide tasks that have appropriate levels of challenge
- Diagnose pupils' strengths and areas for development (and put in place strategies to respond to these)
- Diagnose pupils with SEN and gifted and talented (this can be formally and informally identified)
- Evaluate the school's effectiveness and identify targets for school improvement

## **The Early Years Foundation Stage (EYFS), The National Curriculum and assessment**

In working towards these aims and objectives, all assessments will be reflective of achievements taken from the Early Years Foundation Stage, The National Curriculum, and the RE Agreed Syllabus.

## **Implementation**

### Assessment Weeks

The children will be formally assessed three times a year, October, February and May. These results will enable the school to track individual, groups and whole classes. The information will enable teachers to set targets.

Early Years Foundation Stage- Baseline assessment based on ELGs and Foundation Stage Profile

Yr 1	-Phonics test
Y1-5	- Rising Stars and Twinkl assessment materials – see Appendix 1
Y4	- Multiplication Test
Y6	- KS2 Sats

## **Reading**

Reading Age tests are completed 3 times a year with SEND children who have an English Target.

KS1 and KS2 will also have formal reading tests in October, February and May to enable the children to be tracked.

## **Writing**

Children will be formally assessed using a range of materials to support teacher assessment. 3/4 pieces of independent writing are set during each term.

## **Spelling, punctuation and Grammar**

This is formally assessed three times/year using the Rising Stars assessment materials for all year groups 2-6. Year 1 will take a test in the Summer term only

## **Phonics and Spelling**

Phonics is taught from Reception to Year 2, Y3– 6 are taught spellings from Twinkl Spelling. At Whitminster we use Twinkl phonics resources to teach and assess the children.

Yr 1 are assessed using the national phonic screening in June each year.

## **Maths**

Children will be formally assessed using the Twinkl maths assessments. This enables teachers to see common errors and where specific help will be needed.

## **RE and the Foundation subjects. Skills based.**

Previous review Sept 2010, Reviewed May 2013 LH, Feb 2015 LH Jan 2017 Feb 2019 Feb 2021 Feb 23 Jan 25

A variety of assessments take place over the year to inform the teacher and to be written about in the child's annual report. At the end of a topic, all foundation subjects are assessed and recorded on to the class markbook of our pupil on-line tracker. This enables subject leaders to track progress across their subject and ensure the children are developing skills, knowledge and understanding in each subject.

### Assessment in The Early Years Foundation Stage

During the first term in the reception class the teacher assesses the ability of each child and then records this using Insight. These assessments allow us to identify each child's needs, in order to adjust the teaching programme for individual children and groups of children.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Assessment rating	EYFS judgement
1	Indicates a child who is at the emerging level at the end of the EYFS
2	Indicates a child who is at the expected level at the end of the EYFS.

Data from the profiles will be used to inform parents at parents evening and Year 1 teachers about each child's progress and learning needs

Parents receive an annual report that gives comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents at the end of the summer term each year.

### Analysis of Data

Assessment results are analysed to:

- inform staff about individual, group and class achievements and progress.
- inform future planning and subsequent teaching,
- assess support needed
- help judge standards in subject areas.

### Learning Objectives and Success Criteria

Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged. The children are encouraged to reflect on this at the end of the lesson - 'What I learnt today' and give a short example.

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We make a note of those individual children who do not achieve at the expected level for the lesson on plans and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

On our planning sheets we record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives within the long and medium plans. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum programmes of study. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher.

### **Pupil Records**

All staff keep an assessment file which contains copies of assessments given and results obtained in all areas. This is in the form of an electronic markbook using the on-line pupil tracker.

Pupils all have an individual file where all reports and statutory assessments are kept in school.

### **Communication with Parents**

The school has an open door policy and parents are regularly informed about their child's achievements. If parents have any concerns they are encouraged to make an appointment to see their child's class teacher at a mutually convenient time.

Parents are invited into school to review their child's progress each term. In the autumn and spring terms, appointments are made for 10 minutes. In the summer term parents can discuss the annual report if they wish by making an appointment. (For SEND pupils refer to SEND Policy). At these meetings parents are informed about their child's progress and how they can help them achieve these. They also have an opportunity to view their child's work and ask any questions they may have.

Each year parents receive an annual written report on their child's progress. These are sent out at the end of term 6.

The annual end of year report contains:

- Details of a child's achievements and progress in each subject and what they need to do to improve
- Relevant test results (SATS for Yr6, End of EYFS for Yr R, Phonics for Yr 1 and Multiplication Test for Yr 4)
- A summary of the child's attendance
- How the child feels about their progress and what they feel they need to do to improve.
- Reports are positive in tone, cover the full range of each subject and are jargon free.

### **Marking**

Marking forms an integral part of our assessment at Whitminster and concentrates on achieving a balance between encouragement, correction and setting targets for the future. (See Feedback and marking policy)

### **Equal Opportunities and Assessment**

All children at Whitminster, regardless of gender, race, circumstances or ability have an equal entitlement to assessment at an appropriate level. We aim to ensure that assessment resources are sensitive to the needs of all our children.

### **Health and Safety**

Common sense is the key factor in ensuring safe conditions when children are working. At the same time, there is a need to teach pupils inherent dangers in some activities and the safe procedures which minimise risk. This applies to all assessment activities.

### **Use of Additional Adult Support including Teaching Assistants**

It is necessary in certain situations that support staff work with pupils for assessment.

### **Liaison with other schools**

Playgroups and Nurseries share information about pupils coming to our school.

The school shares information regarding pupils leaving either to another primary school or to secondary school.

In accordance with good practice the school will share information where appropriate in accordance with formal data sharing arrangements and in accordance with the GDPR principles.

## **Appendix 1 – Rising Stars Assessments, Reading and SPAG**

### **Reading**

There are 6 tests across the year (2 for each term). The test demands increases both within the tests and across the year, which means that tests at the beginning of the year are easier than those at the end of the year. Within each test the Part A extract is easier than the Part B. As the year progresses the extracts and questions become increasingly more difficult.

The marks for each test have been split into 3 zones:

Less than expected

Expected progress

More than expected

If pupils are making expected progress for their year they will consistently be scoring marks in the middle zone marks in the tests (See introduction section in the assessment book or use the progress tracker on the CD).

### **Spelling Punctuation and Grammar**

Year 1 have spelling tests from Spring 2, Grammar and punctuation each term.

Year 2 – 6 have tests in the same format as reading above.

### **Writing**

Continues to be teacher assessed across all years. Use of existing materials and new curriculum criteria to help make judgements.

### **Maths**

Designed for use at school or at home, all these assessments have been linked directly to the [maths national curriculum aims](#) to make it easier for you to track progress against these key objectives. They have been made by a team of experienced teachers to make sure that they will be suitable for children to practise their knowledge and application of different maths concepts. You can also find arithmetic and reasoning maths test KS1 and KS2 papers to check children's overall maths understanding. Or use assessments, which focus on specific topics within the curriculum, such as:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division

- Geometry
- Times tables
- Mental maths