



**Policy – Assessment**

***Dream, believe, achieve together.***

**Persons with Responsibility**

Assessment Team

- Sara Walker
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Governors

**Linked Policies**

Curriculum subjects

Most Able Pupils

SEND

EAL

**Date:** September 2025

**Next Review:** September 2027

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

In formulating our Assessment Policy, we have used the guidance provided in the Final Report of the Commission on Assessment without Levels (September 2015) and on the subsequent government response.

### ***The principles of assessment***

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. We should consider:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment it intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different services for different people and organisations, including pupils, parents, teachers, support staff, school leaders, school governors, the Government and Ofsted.

### ***Our approach to Assessment***

At Westwood Park, ***formative assessment*** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process and we should promote their understanding of what they need to do to improve. The most frequent forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening when necessary
- Quick fire quizzes - to assess prior knowledge what has been learned in the lesson in the plenary
- What I know, want to find out grids - beginning and end of topics
- Marking – scanning work or intensive marking with a star and target for the children to complete
- Recording assessment against objectives taught within each curriculum area
- Weekly book trawls to assess progress over a period of time
- End of term progress assessments, including tests
- SEN support plan reviews of progress towards targets
- Half termly pupil progress meetings – whole class, vulnerable groups, individuals. Actions agreed to improve achievement

- Meetings with parents upon request or when needed

### ***Summative Assessment***

This may take place at the end of a unit, a term or at the end of the year and informs teachers how well children have understood, retained learning and the progress they have made. It can be used to inform the following year's teacher, to inform parents or to inform school improvement.

- End of unit assessments
- End of term tests - usually reading, writing and Maths
- Reading age tests
- Unaided writing
- Time tables
- Annual reviews for children with an EHCP
- NFER baseline for Reception

In addition, there are National Curriculum summative assessments which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

### ***Management and evaluation of assessment***

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

School uses Target Tracker to record termly assessments. Weekly assessments (spelling/mental Maths/calculations) are recorded on the staff shared area.

The assessment policy has been created in consultation with staff. The SLT in conjunction with the Governors are responsible for making sure that the policy is effective. The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning each day - response to marking
- The impact it has on children's learning over time - pupil progress meetings, test results, how secure children are in achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results
- The effectiveness of Pupil Premium spending
- The progress of SEND children
- Governor review of results and assessment procedures

Children's work, marking and assessment is moderated within year groups, key stages and across the school. The school takes part in moderation across the cluster and is moderated by the LA.

### ***Reporting to parents***

Information about a child's achievement is discussed at parents' evenings in the Autumn, Spring and Summer term. Parents receive a full report at the end of the year. Parents are welcome to make an appointment with their child's teacher at any point in the school year. Information may be used in SEND support, EHCPs and reviews etc.

### ***Feedback to pupils***

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand clearly what is expected of them, when they are achieving well and how they can improve their performance. Pupils are encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson.

### ***Target Setting***

Targets are set for individual pupils across the school. These are for English and Maths but may relate to other areas such as behaviour, attitude or independence.

Targets need to be:

***Specific***

***Measurable***

***Achievable***

***Realistic***

***Time Related***

***Evaluated***

***Reviewed***

Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs.

### ***Assessment of Foundation Subjects***

Teachers will assess on 3 levels, beginning, working within and secure. Teachers will establish this at the beginning of the subject and ensure that over the year the class cover all of the expectations for that year. The subject leader will review these assessments.

### ***Ensuring teachers are able to conduct assessment competently and confidently***

Assessment is discussed regularly at staff meetings, Team meetings and SLT. Staff work together to moderate work to improve practice and guide new staff. Staff attend local authority training and cross moderate with other schools. The implementation of the marking scheme is discussed regularly, along with the importance of response marking.

### ***Roles and responsibilities***

#### ***Assessment lead:***

- Update the policy in line with new legislation
- Lead the development of the assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the CSAP
- Liaise with subject co-ordinators and class teachers
- Organise access arrangements for National Assessments
- Assist the Head teacher and SLT with setting challenging whole school targets

#### ***Subject Co-ordinators:***

- Lead whole staff moderation meetings in their subjects
- Monitor consistency of standards across the school through work scrutiny
- Be the contact person for their subject for the LA
- Analyse KS1 and 2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

#### ***Class teachers:***

- Make ongoing assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups
- Make formal, moderated assessments termly
- Keep a record of children's achievements
- Report to parents
- Administer Y2 (non statutory) and Y6 SATs
- Use assessment for learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress

#### ***SLT:***

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate and analyse data
- Carry out half termly Progress meetings

#### ***SENCO:***

- Co-ordinates the identification and assessment of children with SEN
- Monitors the effectiveness of interventions

- Leads/guides interventions where professional teaching skills are necessary
- Liaises with outside agencies (EP/S&L/LA/EMTAS) to stay up to date with available intervention schemes

***TA Lead:***

- Co-ordinates TA interventions
- Monitors effectiveness of interventions
- Meets regularly with TAs to ensure the smooth running of interventions

***Moderation of policy***

The Head teacher and Governors are responsible for monitoring the implementation of this policy.

To be reviewed: September 2026