

WOODHOUSE ACADEMY

ASSESSMENT POLICY

Reviewed: Summer 2026
To be reviewed: Summer 2028

Key Principles

Woodhouse Academy follows these principles of assessment:

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
 - e. Assessment must provide information that justifies the time spent.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.

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- b. The results are readily understandable by third parties.
 - c. A school's results are comparable with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
- a. pupils in developing their learning.
 - b. parents in supporting children with their learning.
 - c. teachers in planning teaching and learning.
 - d. school leaders and governors in planning and allocating resources.
 - e. government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Key Aims of the Woodhouse Assessment System

- To track progress and attainment throughout all tiers of education, and be transferable between schools at key transition points, and also for mid-year school transitions.
- To be simple – so that it can easily be understood at a glance by internal and external users of the data.
- To provide users with key performance indicators about the attainment and progress of children, which will inform self-evaluation and form a good starting point for demonstrating progress to external assessors.
- To enable users to determine with confidence, whether or not children are on track to meet the expected standards in the statutory assessments which will take place at the ends of Key Stages.
- To take account of the smaller steps of progress made by pupils who are working below the age-related expectation, e.g. pupils with SEND.

Forms of Assessment

There are 3 broad overarching forms of assessment, each with its own purpose:

1. In-School Formative Assessment.

This includes questions and answers during class, marking of pupils' work, observational assessment, regular short re-cap quizzes and scanning of work for attainment and development. Short test results (e.g. comprehension questions,

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spelling tests, times table tests and end of unit tests) and other marked work will be recorded by teachers in mark books (or spreadsheets) but not entered on Arbor. The results of these assessments will be used diagnostically as a starting point for discussions with pupils and parents, focussing on the learning to date and what the next steps are. They will also be used in discussions with the leadership team to identify pupils who may need further support.

For pupils who may need further intervention, teachers may complete an assessment form for review meetings to consider what additional support or intervention might be appropriate.

Formative assessments do not have to be measured using the same scale as used for summative assessments.

2. In School Summative Assessment.

This assessment includes end of topic or unit tests, end of year exams and, in some instances, commercially produced standardised end of year tests. It also includes reviews for pupils with SEN and disabilities.

The results of these assessments will be recorded on Arbor, up to 3 times a year, and will be used as the basis for progress reports to parents.

3. Nationally Standardised Summative Assessment.

In this school, national summative assessment comprises the National Curriculum tests at the end of Key Stage 2.

How assessment judgements are formed

Woodhouse Academy uses a 1-9 assessment system to support clear judgements about age-related attainment and progress. This approach supports pupils, staff and parents in understanding how securely pupils are working within subject expectations.

Stanines

Stanines, short for “standard nine”, is a way to scale test scores and make judgements against a nine-point standard scale. Woodhouse Academy uses the stanines in various ways:

- Each subject/department sets up a series of criteria against which students are graded, with increasingly difficult strands or levels to reach the higher grades/numbers

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- Internal online tests (GL), adopted throughout the middle school system nationally, are used to support teacher judgement and will provide an additional piece of assessment information (e.g. reading age)
- GL assessment provides the school with how a pupil has achieved on a 1-9 scale, with the 'expected' national standard at 4 or above; the higher standard being at 7 or above

The assessment key performance indicators in each subject should be used to support teacher assessment on attainment.

1	2-3	4-6	7-9
Not yet reached a standard in line with his/her age. Possible evidence of a few aspects of the assessment criteria.	Increasing evidence of being secure in many aspects of the assessment criteria (may be occasional but not yet frequent).	Secure and able to demonstrate consistent achievement of the greater proportion of the assessment criteria (frequently).	Secure in all of the criteria. A pupil can consistently apply knowledge in new and unfamiliar situations.

In addition to agreed assessment grids, schools may use standardised tests to support assessments e.g. online progress tests and CAT tests.

We recommend that teachers also base their summative judgements upon the extent to which a pupil is showing a **secure grasp** of those skills, using a 'secure fit' approach.

Teachers will therefore need to consider:

- The 'NOFA' approach (Never, Occasionally, Frequently, Always) – which represents the process of becoming secure in new skills.
- The overall proportion of the criteria in which a child is showing a secure grasp.

For the purposes of this system, 'frequently' showing evidence of understanding of a skill is taken to mean a secure grasp of that skill. A skill must be seen frequently and consistently to be marked as secure.

The purpose of this system is to allow our school to further enrich a pupil's understanding by exploring deeper-level skills, but within the content domain of the key stage. This might include:

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- Applying the knowledge and skills learned within the context of more extended problem-solving.
- Applying the knowledge and skills in more challenging, unfamiliar contexts.
- Extended project work, with children conducting their own research and following their own lines of enquiry.

This approach fits with the notion that the new curriculum is about **mastering** key concepts, and avoids the ‘treadmill’ effect that sometimes can occur when there is pressure to keep showing further progress and insufficient time to consolidate and master skills.

Reporting to Parents

The following table offers a basis for reporting to parents.

Age-Related Level Descriptors

7-9	Pupils have an excellent command of the knowledge, skills and understanding of their age-related levels. Pupils are able to respond to challenge by going deeper into their learning and can apply their knowledge and skills creatively in new and unfamiliar situations. At the end of an academic year, pupils’ attainment is very high when compared to similar aged pupils nationally.
4-6	Pupils have gained secure knowledge, skills and understanding in line with their end of year age-related levels. Work consistently meets the expected standards and learning is embedded. By the end of an academic year, attainment is in line with similar aged pupils nationally and can be applied across a range of different situations.
2-3	Pupils are developing their knowledge, skills and understanding relevant to their end of year age-related levels. Pupils’ work does not consistently meet the expected standards for this age group and new skills are not yet securely applied. At the end of an academic year, attainment is below that of similar aged pupils nationally.
1	Pupils have not yet shown evidence of knowledge, skills and understanding relevant to their end of year age-related levels. Pupils are therefore working at a lower age-related level. At the end of an academic year, attainment is well below that of similar aged pupils nationally.

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Assessment is Fully Inclusive

Assessment should be inclusive of all abilities. It should be used diagnostically to contribute to the early and accurate identification of children and young people's special education needs and disabilities and any requirements for support and intervention. For pupils with recognised SEN and disabilities, assessment should consider long-term wider outcomes. Meaningful ways of measuring all aspects of progress may include communication, social skills, physical development, resilience and independence.

High expectations should apply equally to pupils with SEN and disabilities as to all other pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

Reasonable Adjustments, Access Arrangements and Identifying Support Needs

Assessment at Woodhouse Academy is used not only to measure attainment and progress, but also to help identify barriers to learning and any additional support pupils may need. Teachers and leaders use assessment information alongside classroom observations, pupil voice, SEND information and pastoral knowledge to build a clear picture of each pupil's strengths, needs and next steps.

Where appropriate, reasonable adjustments are made to ensure that pupils can access assessments fairly and meaningfully. This may include adaptations such as additional time, rest breaks, modified resources, adult support, assistive technology, alternative methods of recording, or changes to the assessment environment. These adjustments are planned in line with pupils' individual needs and must not compromise the purpose or integrity of the assessment.

Access arrangements are considered for pupils who require additional support to demonstrate their knowledge, skills and understanding. These arrangements are reviewed regularly and informed by evidence of normal classroom practice, SEND advice, assessment outcomes and relevant professional guidance.

Where assessment identifies gaps in learning, barriers to progress or emerging support needs, appropriate action will be taken. This may include targeted intervention, curriculum adaptation, pastoral support, referral to the SEND team, discussion with parents/carers, or further assessment to better understand the pupil's needs.

Moderation and Quality Assurance

Moderation ensures that assessment judgements are reliable, consistent and fair. Woodhouse Academy uses internal quality assurance processes and, where appropriate, external information to support consistency.

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- Subject teams agree assessment criteria and examples of standards.
- Teachers moderate samples of work within departments and across year groups where appropriate.
- Subject leaders review assessment evidence and data to identify strengths, gaps and inconsistencies.
- Senior leaders review assessment processes through line management, subject reviews, data analysis, book/work scrutiny and pupil voice where appropriate.
- The school engages with statutory moderation or external quality assurance requirements when applicable.
- Governors receive appropriate summary information to support strategic oversight of standards and school improvement.