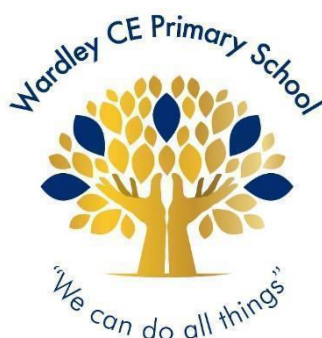


Wardley CE Primary School Assessment Policy



Name of Reviewer	Kari Walker
Date of Approval of Governing Body	November 2025
Signature of Chair	Alan Johns
Signature of Head	Kari Walker
Date Due for Review	November 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Vision

Our teachers use assessment every day to deepen and extend their awareness of the knowledge, skills and understanding of our pupils. This equips them to meet and respond to the individual needs of all, securing excellent attainment and progress.

Aims

The aims of assessment at Wardley CE Primary School are:

- To inform and strengthen teaching and learning by providing teachers with reliable and useful information about the knowledge, skills and understanding of the pupils they teach.
- To compare the performance of pupils to others nationally, enabling us to explore strengths and development priorities at whole-school and cohort level.
- To support us in providing parents and guardians with accurate information about the knowledge, skills and understanding of their child.

Formative assessment

We view assessment as a continuous process. Every time a teacher interacts with a pupil, they are deepening and extending their existing 'assessment' of the pupil's current attainment. Teachers are actively aware of this and respond to emerging pupil needs at the earliest possible opportunity (this is supported by our commitment using high quality teaching and effective feedback – for further information, see our teaching & learning policy and the effective feedback policy).

The formative assessment strategies used in school include, but are not limited to:

Observation of pupils

Discussion with pupils

Strategic questioning

Analysis of work completed

Plenary activities

These strategies are used across the curriculum in all subject areas.

Summative assessment

We are clear in our view that all forms of summative assessment must be reliable, manageable and useful. If not, we risk wasting precious planning, teaching and learning time.

During units of work, teachers use a range of strategies to assess the extent to which pupils learn, remember and apply the new knowledge and skills that are set out within the curriculum progression maps for each subject area. This informs high quality teaching throughout the unit, as teachers respond to support pupils to make as much progress as possible (as outlined in the school's teaching & learning policy and effective feedback policy).

We use summative teacher assessments three times each year. The assessment points come at the end of each term and are made against the disciplinary and substantive knowledge set out for each subject in the school's curriculum progression documents (as outlined in the school's curriculum design statement). The teacher assessment judgements are recorded on the school's tracking system.

The expectation is that over the course of each year the children will deepen their depth of learning. The expected pathway for a child working at the expected standard is that they will move from a position where their own work is based upon a basic level of understanding in which they require scaffolding, guidance and support from the teacher with some examples of independent application to a progressively more advanced level, which is characterised by greater autonomy and independence.

As they move through the year the children are increasingly expected to show more examples of their learning at an advancing level featuring more autonomy, independence and pupil choice. For children working at a greater depth they will accelerate more quickly through this progression and display a greater ability to manipulate and apply the disciplinary skills and substantive knowledge.

In reading, writing and maths the termly judgements are based on whether the child is working below the age expected standard (BYG), working towards the expected standard (WTS), working at the expected standard (EXS) or working at the greater depth standard (GDS).

Where a child is working below the age expected standard in reading, writing and maths their progress will be tracked with the Pebbles system. This is a fine-grading tool in which the child's achievements are carefully monitored by the adults working with them. The Pebbles assessments are kept in a special file for that child by the class teacher and they are monitored by the SENDco. The Pebbles level is recorded for the child at the end of each term on the school tracker as an additional note to the BYG judgement.

These indicative verbs characterise the type of work that a child might be completing within the different depths of learning:

DEPTH OF LEARNING	INDICATIVE VERBS
BASIC	List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.
ADVANCING	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.
DEEP	Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, discuss, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.

To keep summative assessment manageable in the wider curriculum, the termly teacher assessment judgements are kept simple: teachers judge pupils to be 'on track' (they are progressing through the curriculum as expected, retaining new knowledge and skills) or 'monitoring' (they require additional support as they are not currently progressing through the curriculum as expected). These summative teacher assessment judgements are updated at the end of each term for all wider curriculum subjects (including science, French, PSHE, design and technology, art

and design, history, geography, music, computing, PE and RE). Children who are judged to be working at a higher than expected standard are recorded on the subject tracker as a high achiever.

Reliable: To improve the reliability of teacher assessment judgements across wider curriculum subjects, judgements are moderated alongside colleagues at our regular 'Pupil Book Study' meetings – more information about this process can be found in our curriculum review documentation. Subject leaders also look at the accuracy of assessment judgements within their subject areas as part of their on-going monitoring actions. To further support our teacher assessment in English and maths we use standardised assessments as mid-term tests for reading and maths. These inform, rather than dictate, our summative judgements – the use of a standardised test provides us with an indication of how pupils are performing compared to others of the same age nationally.

Manageable: As we only have three summative teacher assessment points, teachers have the time to make and record accurate judgements on the school's tracking system. Also by limiting the use of formal standardised tests to just three times a year the teachers find that time invested in administering, marking, reporting and analysing summative assessments is worthwhile and rewarding. It is accepted that there is an impact on teacher workload at these points in the year; therefore, by limiting the number to three, we reduce the risk of this associated workload becoming unmanageable. We have also streamlined the way that assessment judgements are made across the wider curriculum whilst still retaining a clear focus on the effectiveness of assessment to support pupil progress. This adheres with teacher workload guidance issued by the Department for Education in 2018.

Useful: The primary purpose of assessment (including summative assessment) is to inform future teaching. As such, we analyse the termly teacher assessment data and the standardised test results. This provides teachers with rich, detailed information, highlighting both individual and whole-class strengths and needs. Using the information generated, teachers analyse the performance information and create action plans to inform future teaching. This process includes the identification of specific areas in which pupils need further support or challenge. These action plans are discussed in depth at termly pupil progress meetings with a senior colleague. Useful analysis is provided instantly by our tracking resources, allowing leaders to identify whole-school trends within a particular subject – this helps identify lines of enquiry when evaluating the impact of the school curriculum and may sometimes inform school development planning.

Reporting assessment judgements

Parents and carers receive information about their child's attainment and progress in English and maths in the autumn and spring parents' evening meetings. They are also recorded in the summer term end-of-year report. The wider curriculum assessment judgements are reported to parents once annually as part of our end-of-year reports.

Assessment & Feedback Files

Each class has an assessment & feedback file. Each term, these are updated with the class assessment data. They are stored securely in classrooms so that they can be accessed by teachers, teaching assistants and school leaders on a daily basis. This accessibility is important as it ensures teaching is continually informed by

reliable assessment information (further enhancing the extent to which our assessment practices are useful).

To ensure manageable workload for teachers, the assessment leader shares the responsibility for updating and reviewing assessment files each term

Assessment in the EYFS

In the Foundation Stage we make ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs. An EYFS tracker is completed on a termly basis to indicate the level that the children in both the nursery and reception classes are working at within each of the seven areas of learning and development. Assessment in the Foundation stage takes the form of interaction with the children and all the practitioners in the EYFS are involved in assessment. The children and their parents/carers are also invited to be part of the process. Assessment at the start of the reception year – the Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. Children are targeted on a regular basis and practitioners discuss individual needs and take appropriate actions. Our assessments are carried out sensitively and as much as possible in situations which are more meaningful and initiated by the children themselves. End of Reception scores are reported to the Local Authority as required, usually in June. We share evidence with parents/carers formally at least 3 times a year through Parent Meetings. Parents/carers as well as the children are welcome to look through the Profile at other times. We give the children ownership of the Records of Achievement (Profiles) e.g. they can sometimes select recorded work to put in. Parents receive their child's end of Foundation Stage Profile/Record of Achievement at the end of the Foundation Stage including an end of year review. We complete these in June and send them to parents/carers in early July each year.

Role of the assessment leader

- Support class teachers in ensuring all summative assessment is reliable, manageable and useful.
- Support class teachers to develop effective 'assessment for learning' strategies in order to strengthen formative assessment across school.
- Support class teachers in analysing assessment information and formulating effective action plans.
- Ensure consistency across school in the recording of assessment judgements.
- Where necessary, organise or provide training for staff members to enhance the extent to which assessment is reliable, manageable and useful.
- Alongside subject leaders, ensure class teachers are provided with the assessment materials they require (e.g. standardised test papers).
- Retain a current awareness of development of assessment practice locally and nationally so that school practice is guided by the latest, evidence-informed thinking and research.

Implementing the policy

The head teacher and assessment leader are responsible for implementing the policy on a day-to-day basis.

Policy evaluation and review

The head teacher and assessment leader is responsible for reporting to the governing body on how the policy is being enforced and upheld. The governors are in turn responsible for evaluating the effectiveness of the policy.

The policy is reviewed every year.