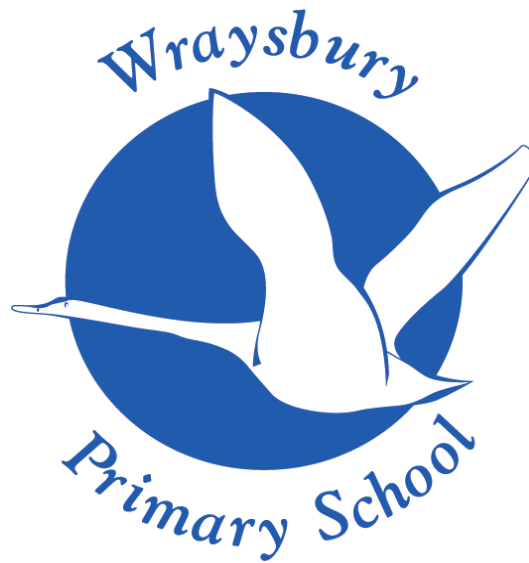


# Assessment Policy



Welley Road  
Wraysbury, Staines  
TW19 5DJ

Headteacher: Mrs A Fox

Produced by:

Approved by Curriculum and Pupil Welfare Committee:

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**Myles Gresswell**

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# Assessment Policy

## Intent

It is important that teachers know what each child knows and what they need to know next in order to progress. This policy has been developed by Wraysbury Primary School's teachers and governors in order to meet the requirements set by the DfE and the needs of the children within the school.

## Aims of Assessment

- To assess the outcomes of an activity in order to be able to plan and move children on
- To ensure the National Curriculum is covered by providing breadth, balance, differentiation and progression
- To celebrate the children's achievements
- To fulfil the legal requirements for assessment, recording and reporting as set out by the DfE.
- To provide appropriate work for individual children
- To allow us to continually develop pupils' attainment, knowledge, skills and understanding
- To ensure that individual special needs are met and Individual Support Plans are reviewed regularly when setting new targets
- To provide continuity and progression throughout the school
- To monitor progress of all pupils through regular Pupil Progress Meetings.

## Effective Assessment

The assessment procedures at Wraysbury Primary School are intended to be useful to the; teachers, pupils, parents and governors. The focus should be on; a drive for improvement for pupils and teachers and give reliable information to parents and governors about the children's progress and how they are performing.

## Planning and Informal Assessment

Teachers are expected to plan for assessment opportunities throughout the teaching of a block of work. The format of the assessment depends on the age and ability of individual children and the year group they are in. Examples of types of assessment used on a day to day basis could be;

- Assessment for learning (AfL)
- Observations (recorded by photographs, video, audio recordings, notes made on post-its.)
- Marking children's work

Teacher Assessment may also be:

- Diagnostic - tells the teacher what a pupil knows, understands and can do
- Summative - at the end of a unit, term or year it will act as a summary of the child's achievements  
Summative reports are often based on formative recordings
- Formative - is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment
- Criteria referenced - children are assessed against specified criteria
- Norm-referenced - children are assessed against the standard expected norm.

Results of all assessments are kept by individual class teachers. Our assessment of how well a child has completed a particular concept or skill will influence our future teaching and will help us monitor progress and be aware of individual needs, development and progress. To ensure accuracy of our assessment, it is important we moderate children's work within the school as well as providing opportunities for external moderation with other schools within the Borough.

## **Reception – Foundation Stage Profile**

As children enter Reception in September, the first 6 weeks will be focused on assessing each child's ability, this forms their baseline. From September 2021, Wraysbury Primary School will use the STA's Reception Baseline Assessment Framework in line with the DfE's expectations.

During the Foundation Stage, all reception children will be assessed and monitored on an ongoing basis and the Foundation Stage Profile completed at the end of the year. This is a collaborative process, involving the class teacher/s, support staff and the child's parents, with the class teacher/s having overall responsibility. Results will be collated and forwarded to the Borough accordingly and added to the school database. The completed document will form part of the child's end of school year report.

## **Reading**

All children in KS1 are heard read individually on a regular basis, when they are at the appropriate stage of phonics (See Reading Policy/Little Wandle Phonics Program). The PM Benchmarking programme will be used as appropriate to support teachers understanding of a child's reading ability. Guided reading and group reading sessions may also be used to gather more data.

As the children get older and progress through the Benchmarking program, they become more independent readers and there is less need for individual reading. Teachers exploit opportunities for reading during lesson times and cross curricular approaches are used. VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, and Summarise) is used in KS2 to support guided and whole class reading sessions.

Teachers use Target Tracker statements and highlight them accordingly at regular intervals throughout each term. Data taken from Target Tracker will contribute to a step of achievement based on an end of year expectation.

## **Writing**

To demonstrate a child's progress throughout their time at Wraysbury in writing, evidence is collated three times a year in each year group and presented in their "My Wraysbury Writing Journey" book. Each year group have their own assessment sheet that is used to track progress in writing based on the end of year expectations for writing. In most cases, it is expected that each objective is covered over a range of different examples of writing.

Teachers will be able to tailor their planning and teaching accordingly using the diagnostic information about their pupils' strengths and weaknesses. Findings will contribute to a step of achievement that is tracked using Target Tracker.

## **Mathematics**

Regular assessment takes place in maths lessons, which helps to inform future lessons and planning. Statements on Target Tracker are highlighted accordingly, at regular intervals. The White Rose Maths End of Unit assessment materials will also be used as appropriate. Findings will contribute to a step of achievement based on an end of year expectation.

## **Science and Non-Core Subjects**

Science and Non-Core subjects are usually taught in topic blocks/units of work. Children are assessed as they progress through the unit of work. At the end of each block/unit, teachers will highlight the relevant statements on Target Tracker as Working Towards, Achieved or Mastered. At the end of the year, Teachers will make a judgment of what "Step" each child is at for that subject, based on the level of understanding shown by the child.

## **Non-Verbal Reasoning**

Non-Verbal Reasoning tests are carried out on Year 3 children when all children in the year group are 7 years and 3 months old. Any children who enter the school into KS2 will also complete the test. Due to the spectrum of results that can be produced from these tests, results are not shared with parents; they are kept by the class teachers in order for the best teaching styles to be adopted for each individual child.

## **Formal, Statutory Assessment**

Wraysbury Primary School ensures that it fulfils the DfE Statutory Assessment Requirements. These are:

- The Reception Baseline Assessment
- End of EYFS (Early Years Foundation Stage) Profile
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check
- End of KS2 (Year 6) SATs in English Grammar, Punctuation and Spelling (EGPS), Reading and Maths (Test papers). Writing – Teacher Assessment

From September 2023, there will be no statutory assessment at the end of KS1. However, the Standards and Testing Association (STA) will provide assessment materials in order to support end of Year 2 assessment.

## **Moderation**

Wraysbury Primary School sees a great value in moderating and validating teacher's assessment as this is an important part of a teacher's role. Phase groups will moderate together and whole school moderations will take place throughout the school year. The school is very keen for teachers to attend moderations which are put on throughout the borough and will provide supply cover in order for this to happen as and when they happen.

## **Target Tracker**

Target Tracker is used in school. The data that class teachers populate it with will then be analysed by the Senior Management Team and Inclusion Manager with feedback discussed in Pupil Progress Meetings. Pupil progress meetings will include; Head Teacher, Deputy Head Teacher, Inclusion Manager, Phase Leader and Class Teacher. The Pupil Progress meetings will highlight the children's progress against their end of year targets. Discussions will be based around the needs of individual children, in order for them to achieve their end of year target. Some children may be exceeding their age-related expectation and discussions will also be held in order to help these children achieve above their target.

The school uses Target Tracker's "Steps" as a way of tracking children's attainment. This is based on children working within an expected band for their year group. Each year band has been broken down into six steps; beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s), secure plus (s+). W+ or S of the relevant year group is seen to be expected. Children at Wraysbury Primary School are expected to make 6 or more steps of progress per year.

## **Target Setting (new in Spring 2024)**

Wraysbury Primary pays an annual subscription to Fischer Family Trust (FFT) and PiXL. FFT provide data and literacy tools to support schools in improving pupil outcomes. The school will use FFT as a tool for target setting. PiXL summative assessment question level analysis, and then PiXL therapy will be used in order to support children to develop their level of understanding, and move them on to reach their target.

## **Reports to Parents**

Parents' consultation evenings take place two times a year, and the child's progress will form the basis of discussions. A third parents' consultation is offered after written reports have been sent in the summer term, if parents wish. Targets are discussed with the parents for the child to work on over the coming term. If necessary, additional parent meetings are offered to Year 2 and 6 parents in the lead up to end of key stage assessments in May/June.

In July the parents receive a detailed written report, which covers their child's achievement in all areas of the curriculum. In addition, parents of Year 1 children will receive Phonic Screening Result and Year 2 & Year 6 children will also receive a copy of their child's end of Key Stage SATs results. Parents of Year 4 children will receive a copy of their child's Multiplication Tables Check Result. On the reports of children in Years 1, 3, 4 and 5 assessment steps will be shown.

## Appendix

### Assessment Timetable

Term	Assessment Focus
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• EYFS Baseline assessments</li> <li>• Set up Learning Journeys in EYFS</li> <li>• Begin Benchmarking children’s reading ability in some year groups</li> <li>• Non Verbal Reasoning Assessments completed for new starters in Y4</li> <li>• Samples of writing assessed against writing assessment sheet</li> <li>• Target Tracker Statements highlighted as appropriate</li> <li>• Pupil Progress meetings held – End of year pupil targets for Reading, Writing and Maths set</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings held – Autumn term progress reviewed, end of year targets reviewed in light of progress made</li> <li>• Non-verbal reasoning in Y3</li> <li>• Continuation of Benchmarking when children at appropriate stages</li> <li>• Samples of writing assessed against writing assessment sheet</li> <li>• Target Tracker Statements highlighted as appropriate</li> <li>• Report Writing Begins</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Report Writing Continues</li> <li>• EYFS children are given a best fit descriptor against the EYFS Framework (Emerging or Expected)</li> <li>• End of Key Stage 2 SATs for Year 6 in Reading, Grammar, Punctuation &amp; Spelling and Maths</li> <li>• Year 4 Multiplication Tables Check</li> <li>• Cross year, phase and school moderation</li> <li>• Phonic Screening for Year 1 (and those in Y2 who didn’t pass the previous year)</li> <li>• Samples of writing assessed against writing assessment sheet and end of year assessment “Step” awarded</li> <li>• Target Tracker Statements highlighted as appropriate</li> <li>• End of year “Step” awarded for all subjects tracked on Target Tracker</li> </ul>
<b>End of Academic Year</b>	<ul style="list-style-type: none"> <li>• Collection of information to pass on to new teacher/s and secondary school transfer</li> </ul>