

# West Park Primary School

## Assessment Policy



*Together, Honesty, Respect, Inspire, Valued, Excellence*

Reviewed by A Kabil and S. Andrews  
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Adopted by Governors: 9.7.24

## Progress is 'knowing and remembering more'.

Pupils who move through a well sequenced curriculum will make progress. A combination of learning across all National Curriculum subjects will enable pupils to achieve our over-arching curriculum aims:

1. learn to read and write, as well as becoming mathematicians, preparing them for the next stage of their education and allowing them to be confident individuals;
2. learn how to understand themselves and manage their emotions, understanding others better;
3. understand and explain the world around them now and from the past;
4. be active, compete in competitions and work with others in a team, learning how to be a humble winner and resilient loser;
5. be creative, practice, rehearse and perform with others;
6. understand other cultures, beliefs and languages;
7. learn about sustainable living, understanding global environmental issues.

Effective use of assessment ensures that our curriculum remains fit for purpose. This assessment guide should be read alongside our curriculum maps (non-core) and our progression maps for reading, writing, maths, science.

Click on the links below:

- [Curriculum Nursery and Reception webpage](#)
- [Curriculum Years 1-6, webpage](#)

Purpose of assessment:

- to inform the learning process
- to provide developmental feedback
- to assess the impact of the curriculum and make judgements
- to inform curriculum design
- to share with you how well your child is doing in school.

All subjects are assessed in the following 3 ways:

1. Assessment as learning (e.g. Retrieval practice, low-stakes quizzes in lessons, live marking against success criteria).
2. Assessment for learning: formative (e.g. adaptive teaching which responds to pupils' misconceptions).
3. Assessment of learning: summative (e.g. a formal written piece, test, task to answer a set question).

Our curriculum is carefully crafted towards end points, (YR, Y2 , Y4 and Y6) to help teachers to make a judgement on how well pupils are moving through the curriculum. These judgments are made at various points of the school day, week and year, for example:

- within a lesson checking, for example: questioning, low stakes quizzing, live marking
- at the end of a learning challenge, for example: post-learning assessment or completing or creating an end product piece of work, creating their own knowledge organiser

- half termly and termly – to find out how well new learning has been stored in the long-term memory, for example: assessment test.

## How do we assess pupils' learning?

**Knowing where children are at, where they need to go and how they will get there.**

These are the underlying principles of our Visible Learning approach to teaching and learning at West Park Primary School. They are important components within our assessment structure, which pupils are very much a part of. Teachers at West Park Primary School assess children's learning and how they progress through a clearly planned sequence of learning to acquire skills and the knowledge needed to apply them in a variety of ways for all curriculum subjects.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at West Park Primary School have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- Objectives from the National Curriculum and Early Years Foundation Stage Profile are used as the expectations for all children.
- Progress for all. Ambitious targets set for each pupil regardless of starting point and more for those who need to 'close the gap' to reach age related expectations.
- Teachers are experts at assessment - assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue to inform next steps in teaching. This is based on what children need to know by the end of each learning journey and by the end of each year group and phase.
- Children knowing what they are being asked to learn and more importantly, why.
- Children are partners in the learning process, using visible learning feedback records and prior assessment to know where they are at in the learning journey, where they need to go next and what they need to do to get there.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.

In addition to the above, we have three 'formal' assessments. These will take place at the beginning of autumn term, the end of spring term and summer term. We use Wolverhampton local authority assessments for reading and mathematics and Headstart for Science assessments as these provide us with a standardised score and detailed gap analysis to tell us how much progress your child is making and if they are on track to meet National Curriculum expectations for their age range. The tests will also to inform our next steps in teaching. We will use teacher assessment for writing, and in Early Years. Children's reading fluency will be assessed termly to ensure a good match of reading book to ability.

In the summer term, children in year 1 will sit the statutory phonics screen. Year 2 children will sit the optional assessments for reading, maths and SPaG. Year 4 pupils will sit the national multiplication check and year 6 pupils will sit the statutory assessments for reading, maths and SPaG. Information for parents about the optional end of key stage 1 assessments and mandatory end of key stage 2 assessments, sometimes referred to as SATs can be found here.

[Parent information links](#)

How we share this information with parents:

- Following each 'Data-Overview' we will report to parents via our Visible Learning Feedback Records. Pupils will be assessed as working 'well below', 'below', 'at', or above expectations for their age.
- Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms are based on the assessment system in place for each age group.
- Parents also receive an annual report and outcomes of statutory assessments at the end of the Summer Term, there is an opportunity to discuss this report and next steps at the last parent consultation meeting of the year. Annual reports will report whether your child is working at the expected standards for their age in each National Curriculum subject.

### **Early Years - Nursery & Reception**

Class teacher's will use a combination of the EYFS profile and the a baseline assessment to measure children's progress.

#### **Baseline:**

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teacher's are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

#### **EYFS Profile:**

- The EYFS profile assessment is carried out in the final term of Reception
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Met (Inline with expected level) or Not Met (Below).