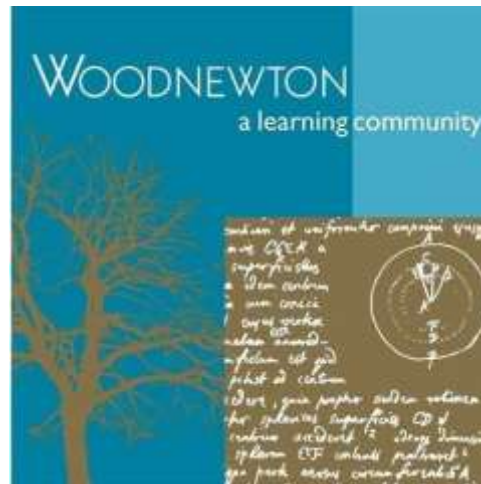


Woodnewton – a learning community



Assessment Policy

Date of Policy: July 2025

Date of Review: July 2026

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At Woodnewton – a learning community, we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. This includes:

- Teachers marking work, including live feedback
- Observations and Group Work
- Formal Summative Assessment including National Tests
- Weekly assessments to include tests, independent work and conferences in reading
- Whole school moderation
- The recording of both Summative and Formative assessment on **Sonar**

4. Assessment approaches

At Woodnewton, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and Nationally standardised summative assessment.

4.1 In-school formative assessment and recording of formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- In Foundation Stage, photographic evidence along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations.
- Formative Assessment is **recorded** on **Sonar**.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. Formal assessments (through the use of Cornerstones tests, SATs papers and Learning By Question) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. The school will also moderate its assessments with other schools within the trust and are regularly moderated by the LA.

- Following assessment, data is analysed in detail by the **Assessment Lead and Leaders** and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Lesson Visits focus on these pupils to ensure accelerated progress is being addressed within teaching. Governors are shown data and challenge the SLT on standards as well as plans to move forward.
- **Teachers** to evaluate learning and identify gaps in pupils' knowledge at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.
- In **Foundation Stage**, children are baselined within the first half term.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of foundation stage
- Phonics Screening Check at the end of Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)
- National Multiplication Tables Check at the end of year 4
- National Curriculum tests at the end of Key Stage 2 (year 6)

5. Collecting and using data

English, Maths and Phonics:

- Along with on-going formative teacher assessment, more formal assessment is carried out once a term. All evidence is tracked through the system Sonar (ARC for Early Years) to provide a picture of where each child is. Phonics is always tested half termly and children are re-grouped according to the test only. **MTC is always tested half termly and children are regrouped according to the test outcomes.**
- Teacher assessments are entered on to the schools tracking system (Sonar) and

progress maps created to show attainment and progress against targets. Moderation is used to support teacher judgements.

- This data is analysed to show progress and to identify groups and individuals/gaps in learning who may require further intervention and those who are making accelerated progress.
- Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management systems and in line with national expectations.
- The data analysis informs the SSP and SEF documentation and drives forward staff training and support packages within school.

6. Reporting to parents

We inform parents of pupils' targets by:

- Meeting with parents informally and formally.
- Sending parents an end of year written report with areas of strength and development.
- In EYFS, the parents have access to ARC which tracks their child's progress throughout the academic year.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Termly year group training takes place using examples of effective assessment, monitoring of Cornerstones and Learning By Question data together and record evidence plus strategies for recording effective assessment. In addition to this, we share good practice gathered from outsourced CPD.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 The Senior Leadership Team

The senior leadership team is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including trends/gaps in individual pupils and specific groups' knowledge and skills
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the Assessment Lead.

All teaching staff are expected to read and follow this policy. The Assessment Lead is responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through:

- Lesson Visits
- Book scrutiny
- Pupil Voice
- IPads
- Pupil Progress Meetings
- Year group and whole school moderation

11. Links with other policies

This assessment policy is linked to:

- English Policy

- Mathematics Policy
- Curriculum Policy
- Teaching and Learning Policy
- Early Years Foundation Stage policy and procedures