



# Wray Common Primary School

## Assessment Policy

### September 2025

Policy Originator: Andrew Carter

Next review Date: Autumn 2026

#### Introduction

- At Wray Common Primary School we believe that assessment is first and foremost about helping children to learn. It is a continuous process and is an integral part of effective learning and teaching.
- We believe that assessment provides the basis of informed teaching and makes children successful learners. It is how teachers gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective. It is also the means by which children understand what they have achieved and what they need to work on, so that each child can achieve their maximum potential and become equipped with the skills, attitudes and abilities to succeed in an ever-changing world.
- Our assessment provides valuable information to help children, teachers, parents/carers and school leaders to acknowledge, analyse and review achievements and progress in learning.

#### Aims

- To enable teachers and other professionals to use assessment information to support progression in learning and to plan work that accurately reflects the needs of individual children
- To actively involve children in their own learning
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To track the progress and attainment of individual children, groups and cohorts
- To provide informed progress reports on individual children, for a class, for a cohort, on groups and within a subject
- To raise the standards of learning, through enabling teachers to give relevant feedback to children which moves learning forward
- To inform parents/carers of children's progress and to enable them to support their child's learning
- To provide information which informs the school's strategic planning and that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

#### Types of assessment

- At Wray Common, we use a combination of formative and summative assessment.

#### Formative Assessment (Assessment for Learning)

- Formative assessment is where the information gained "forms" or affects the next learning experience, enabling teachers to give timely and in the moment feedback to progress learning.
- It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- It creates a positive learning environment where children can see the steps necessary for their own success and it enables teachers to set appropriate work at the level necessary for the children's continuing progress.

## Summative Assessment - Assessment of Learning

- Summative assessment is an essential tool for identifying progress over time and is carried out periodically to judge how well children are performing.
- This systematic recording of information leads towards a summary of where children have reached at a particular point in time or learning process and is often characterised by a test, assessment task or decision on their level based on assessing pupil progress against end of year criteria
- This information is used for informing parents/carers, teachers and school leaders of overall attainment, progress and understanding for individuals, groups and cohorts. It is used to inform whole school target setting and prediction of a cohort's future attainment.
- The information is also used as a **diagnostic** tool to determine which skills, knowledge and/or understanding are embedded and which are not, to inform next steps.

Formative assessments are used to:	Summative assessments are used to:
<ul style="list-style-type: none"> <li>• identify children's strengths and gaps in their skills/knowledge</li> <li>• identify next steps for learning</li> <li>• inform future planning</li> <li>• enable appropriate feedback to be given and strategies to be employed</li> <li>• facilitate the setting of appropriate targets for the individual, group, and class</li> <li>• track the child's rate of progress</li> <li>• facilitate an evaluation of the effectiveness of teaching and learning</li> <li>• inform future teaching and learning strategies</li> <li>• identify individuals and groups for specific intervention support.</li> </ul>	<ul style="list-style-type: none"> <li>• identify attainment and record performance in a specific area at a given point in time</li> <li>• identify skills, knowledge and/or understanding which are embedded and those which are not</li> <li>• provide information about areas of strength and weakness to build from in the future</li> <li>• identify individuals, groups and cohorts for specific intervention support</li> <li>• provide age standardised information</li> <li>• provide end of key stage test data against which the school will be judged</li> <li>• ensure statutory assessments at the end of EYFS, KS1 and KS2 are met</li> </ul>

## Assessment at Wray Common

- At Wray Common, our assessment practices continue to provide information about children's attainment and progress on a day-to-day basis and through periodic summaries (see Appendix 2).
- Assessment for learning opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through questioning, discussion, listening and analysis of work. It is continuous and informs planning, teaching and learning and individual target setting. It is essential that teachers know how well a child has progressed and that children understand how well they are doing and what they must learn to help them improve.
- Teachers use a range of assessment tools and materials (including analysis of children's work, on-going focussed marking, notes of observations, annotated planning, results of class tests/published tests etc) to inform their assessment of progress for individual children and groups.
- Periodic summaries of how each child is performing are recorded at given points throughout each academic year, over three assessment periods: Autumn 2, Spring 2 and Summer 2 terms.
- Regular pre and post moderation of levelling takes place at each assessment period to ensure a consistent approach in assessment. Teachers also meet in year groups or in cross phase groups to analyse children's work against National Curriculum criteria or Early Years Foundation Stage (EYFS). Standardisation of judgements will arise through informal discussion, planned levelling of work at staff meetings, book scrutinies, communication with subject co-ordinators, work with partnership schools and through external auditors in the core areas of the curriculum. During

the summer term, teachers in Reception and Year 6 may be involved in formal moderation assessments from the local authority.

- Individual progress is analysed on a tracking system (Arbor) for core subjects. Teachers will use data to inform overall judgements:
  - Reading: Tests (three times per year for Years 2-6, 2 times per year for Year 1), Years 1,3,4,5 NFER reading tests, Year 6 SATs tests, Year 2 NFER and optional SATs end of year, NFER tests analysis completed online (Years 2-5), SATs analysis (Year 6) work in books and benchmarking
  - Writing: Highlighted statements (on Arbor) ongoing to assess writing criteria, work in books
  - Maths: Tests (three times per year for years 1-6). Years 1,3,4,5 NTS maths tests, Year 6 SATs tests, Year 2 NTS and optional SATs end of year, end of unit reviews, MyMaths homework, work in books, Year 4 MTC
  - All core subjects formally assessed on Arbor three times per year (Aut2, Spr2, Sum2) against the following six levels: Below Year Group (SEND level entered), Working Towards meeting, Just below meeting, Meeting, Securely meeting, Greater depth
  - All curriculum subjects assessed formally once per year (Sum 2) against the following three levels: below meeting, Meeting and Greater depth
- Teachers and school leaders will analyse data to ensure that every child is making appropriate progress and that all children are suitably challenged and supported. The data is also analysed to show trends within year groups, cohorts and specific groups of children including: Boys and Girls, Pupil Premium, Special Education Needs and other groups as appropriate (e.g. children with English as an additional language, looked after children, more able etc).
- Teachers use this data and information to inform plan and learning for every child and to raise standards.
- School leaders and Governors use this information to make decisions about future actions to improve standards, learning and teaching and to set targets for individuals, groups and/or cohorts of children.
- Parents/Carers receive regular reports about their child's achievements, abilities and future targets and on their child's progress in meeting expectations. We provide opportunities for parent consultation evenings so that parents/carers can discuss how well their child has settled; be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year written report giving information relating to progress and attainment.
- Data and information about each child's attainment and progress is transferred as the children move from year to year.

### **Formal Assessments**

Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. All formal tests must be stored securely and confidentially until the end of each test window, including any unused test papers. These formal assessments currently include:

#### **An end of Early Years Foundation Stage assessment**

- We assess children at the start of Reception using the Reception Baseline Assessment, which is a short assessment, taken in the first six weeks in which a child starts reception.

- We complete the EYFS profile for each child in the final term of the year, no later than 30<sup>th</sup> June 2026. Each child's level of development must be assessed against the early learning goals.
- We must report EYFS results to the local authority.

**A Phonics Screening Test** for all children at the end of Year 1 and in Year 2 for children who did not meet the expected standard in Year 1 the previous year

- It assesses children's phonic skills as part of early reading. This will be taken during the week commencing 8<sup>th</sup> June 2026.
- The Headteacher must complete a declaration form to state that the school has fully complied with statutory requirements.

#### End of **Year 4**

Schools administer the multiplication tables check within the two week period commencing Monday 1<sup>st</sup> June 2026.

The Headteacher must complete a declaration form to state that the school has fully complied with statutory requirements.

#### End of **Key Stage 2**

Children take statutory tests that assess whether they achieve national expectations in reading, mathematics and grammar, punctuation and spelling. Writing is assessed by teacher assessment, supported by moderation - here is no test for English writing.

- Teachers also assess children's achievements in science.
- Science sampling may be required by selected schools and is statutory. The school must be available to administer the tests.
- The Headteacher must complete a declaration form to state that the school has fully complied with statutory requirements.

#### **Test administration window**

The KS2 tests will be administered in the week commencing Monday 11<sup>th</sup> May 2026 until Thursday 14<sup>th</sup> May 2026.

The KS2 tests consist of the below and must be completed in the correct order:

- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: grammar, punctuation and vocabulary questions
- English Reading Paper: separate reading prompt and answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

#### **Curriculum assessment**

Curriculum assessments will be undertaken at the end of each unit and for each child a level entered onto a class spreadsheet (WT meeting, Meeting, Greater depth) with a summative assessment judgement to be recorded on Arbor at the end of the year for all children. With respect to effort, progress and attainment these will be reported to parents twice a year in the form of school reports.

## **Appendix 1 ~ Roles & Responsibilities**

### **Children**

- To demonstrate good learning behaviours
- To discuss, reflect and evaluate their learning
- To consider how well they are performing
- To communicate understanding of learning by annotating written work
- To identify areas of strength and areas for development
- To meet their own 'next step' targets
- To aim to achieve improvements in learning in collaboration with the teacher
- To learn how to give positive, constructive feedback to their peers

### **Class teachers**

- To observe children at work and play and listen to them as they interact with others
- To share and develop learning questions with the children so that the children have a point of reference for their learning (see learning and teaching policy)
- To share and develop success criteria with the children and give opportunities to discuss
- To discuss, talk and model
- To interact with children to take them on in their learning
- To give children tools to evaluate how well they are learning and improving themselves
- To work with children to set targets and help children in setting their next steps in learning
- To plan and annotate lessons according to previous attainment (see learning and teaching policy)
- To follow marking procedures and engage their children in feedback (see marking policy)
- To involve children in self and peer assessment/evaluation
- To provide working walls and displays as a reference point to support children
- To review progress over time and implement appropriate interventions to support and extend all children
- To ensure all assessment procedures are followed and carried out for their class - refer to policy and assessment schedule (see Appendix 2).
- To take a proactive role in identifying and carrying out appropriate interventions
- To identify individual needs and liaise with SENCO / Pastoral Support as needed
- To complete SEND Support Arrangements and share with parents and children
- To report progress to parents
  - At informal meetings as needed
  - At open evenings
  - Within a written report at the end of year

### **Core Subject Leaders**

- To use assessment systems to inform school improvement for subject area
- To provide support and guidance with assessment and keep up to date with current information
- To provide an action plan to raise standards for all children in their subject
- To advise class teachers on appropriate interventions
- To assist colleagues with moderation
- To monitor tracking
- To provide an overview of their subject identifying areas of strength and for development
- To analyse the data and review targets for individuals and groups and review the impact of teaching and learning strategies
- To discuss, review and evaluate the progress of identified target groups

### **SEND Leader**

- To monitor and advise on provision for children with specific individual needs
- To identify and track progress of targeted individuals alongside Teachers
- To work with Teachers to ensure appropriate reasonable adjustments and access arrangements are made for children with SEND

### **Leadership team**

- To monitor, review and update the use of assessment systems
- To work with class teachers to identify target groups and individuals in each cohort
- To work with core subject leaders to identify key actions to support teaching and learning
- To identify areas of strength and development
- To provide strategies for targeted intervention
- To monitor and analyse results to identify attainment and progress made by individuals, groups and cohorts and provide summaries
- To discuss target groups and evaluate intervention and teaching and learning strategies
- To interpret and analyse both internal and external (e.g. Analyse School Performance - ASP) data to inform actions
- To report to Governors regarding the policy, statutory test results and targets.

### **Office**

- To ensure that new children are added to assessment systems
- To share information with class teachers
- To inform staff of deadlines for data for LA
- To enter data as needed to support assessment leader
- To update contextual data by upload on Target Tracker

### **LA / Governors**

- To monitor and evaluate assessment procedures
- To review end of year and end of Key Stage attainments across the school against national and county data, recognising progress, areas of strength and areas for development against school targets

## Appendix 2: Assessment Schedule 2025/26

		AUT 1						AUT 2						SPR 1						SPR 2						SUM 2										
		R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6	R	1	2	3	4	5	6
Writing	Highlight Arb Statements	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all	all
	Summative Arb level								all	all	all	all	all	all	all								all	all	all	all	all	all	all	all	all	all	all	all	all	all
	SATs Tests						√ 2022							√ 2023							√ 2024							√ 2025			√ 2026				√ 2026	
Reading	NFER Tests									√	√	√	√										√	√	√	√			√		√	√	√			
	Benchmark	As needed						As needed – Year 1 use for Assessment						As needed						As needed																
	NFER data entry									√	√	√	√									√	√	√	√	√		√		√	√	√				
	Summative Arb level							all	all	all	all	all	all								all	all	all	all	all	all	all	all	all	all	all	all				
Phonics SPAG	Phonics	all	all	Target chn	Target chn			all	all	Target chn	Target chn			all	all	Target chn	Target chn			all	all	Target chn	Target chn			all	all	Target chn	Target chn							
	SPAG Test												√						√						√							√ 2025				
Maths	SATs						√ 2022						√ 2023						√ 2024						√ 2025							√ 2026				
	NTS Maths								√	√	√	√	√								√	√	√	√	√		√	√	√	√	√					
	Summative Arb level							all	all	all	all	all	all								all	all	all	all	all	all	all	all	all	all	all					
SEN (requested)	Lexia Spelling ages/ Reading Ages	Baseline Lexia start Autumn 1 Ongoing baseline can be taken for any child starting mid-year						Lexia Age	Lexia Age	Lexia Age	Lexia Age	Lexia Age	Lexia Age							Select chn	Lexia Age	Lexia Age	Lexia Age	Lexia Age	Lexia Age	Lexia Age	Select chn	Lexia Age	Lexia Age	Lexia Age	Lexia Age	Lexia Age	Lexia Age			
SALT Screener		√																								√										

\* Reception Baseline Assessment Aut 1      \*Assessment Periods for Data Entry: Autumn 2, Spring 2, Summer 2