Westleigh Methodist Primary School Assessment Policy

Written by:	L Boardman
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Version Control Change Record

Date	Author	Version	Reason for Change
14.1.2024	S Taylor	1	Full revision updated practice within school since last review period
10.10.24	L Boardman	2	Updated with current practice

Our Vision:



We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Our Mission:
Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos.

We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

Safeguarding Statement:
At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

1. Aims

This policy aims to:

- Maximise pupil outcomes through effective assessment
- 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the final report of the Commission on Assessment without Levels

Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

At Westleigh Methodist Primary School we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning in order for us to ensure every individual fulfils their maximum potential. Assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learnt. It enables teachers to shape future content. It is also the means by which pupils understand what they have achieved and what they need to work on. At Westleigh Methodist we have a robust assessment and tracking system that uses a carefully planned combination of formative and summative assessment.

Assessment at Westleigh Methodist Primary School is a continual process and is incorporated systematically into our teaching strategies with the aim of promoting better than expected progress for all pupils. Our aim is to ensure high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND. Pupils have an active role in their own assessment, identifying their own learning needs and how they could improve their work. They are continually encouraged to be reflective and have a good understanding of their own strengths and how they can develop their learning further. All our assessment has a clear purpose and is done without adding unnecessarily to teachers' workload.

In order for any type of assessment to have an impact on learning, we feel it must be:

• Positive

• Manageable

• Useful and used

• Consistent

As outlined in the Epworth Education Trust Teaching and Learning model, teachers will:

- Use summative assessment to utilise gap analysis to inform how to adapt planning and identify interventions (assessment **of** learning).
- In lessons use formative assessment to adapt explanations, tasks and activities to reflect the levels of understanding pupils are demonstrating (assessment **for** learning).

4. Assessment approaches

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

We use 3 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

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/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with clear end points for learning for year groups, units and lessons provided through our skills and progression documents.

We can then utilise diagnostic assessment, indicating what is already known and what gaps may exist in skills, knowledge or vocabulary. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

We use various retrieval methods to recap on prior learning and ascertain through formative assessment what children can remember from previous teaching. This may be in the form of mini quizzes, 'show me what you know about…', quick fire questions answered on whiteboards or analysing/connecting images. Although retrieval practice is a form of teaching rather than formative assessment at its core, it can be a useful indicator as to concepts that are not embedded into children's long-term memory.

Formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

We then provide feedback either verbally or in written form. For detail on this, please see the feedback and marking policy.

We know the importance of children being actively involved at each stage.

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, pupils need to be actively involved.

This will include:
• Sharing and checking understanding of learning objectives
• Sharing success criteria or 'steps to success'
• Self-marking
• Questioning
• Time provided for editing/improving work
• Peer assessment (eg: talk or response partners)
• 1:1 discussions with pupils
• Sharing individual or group learning targets/goals

4.2 In-school summative assessment

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

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

Teachers to evaluate learning 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/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

Non statutory summative assessment at Westleigh Methodist Primary School takes the following forms:

- Summative testing linked to Trust assessment schedule for Y1 – Y6. PiXL testing and assessment is used to analyse gaps and inform next steps for individuals. Arbor is used to track assessment data.
- Termly writing assessment – moderated internally and more widely
- Half termly phonic screener check
- Half termly times table assessment to generate heatmaps to inform next steps

- End point assessments in science and foundation subjects to inform of any end points which have not been learned/retained by children and need further teaching
- Those children working outside their year group will complete appropriate summative assessments at the year group they are currently working within. They will be assessed formatively using PIVATs.
- Early Years assess children using the DfE Reception Baseline Assessment in the first six weeks of the year. The Trust EYFS Checkpoint Tracker is used to track every child in all areas of learning. Information from this will be used to formulate the interventions and targeted support taking place in the next 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/carers to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

Early Years Foundation Stage Baseline at the start of reception

Early Years Foundation Stage (EYFS) profile at the end of reception

Phonics screening check in Year 1 and Year 2 (for those children

who did not pass in Year 1)

Multiplication cCheck in year 4

National Curriculum tests and teacher assessments at the end KS2 (year 6)

5. Collecting and using data

PiXL or SATs (Y6) assessment data for Reading, Writing, GPS (KS2) and Maths will be inputted into PiXL and Arbor.

Targets are also set based on historic data and teacher knowledge.

PiXL assessments use a series of codes:

- B2 – pupils unlikely to meet expected
- B1 – key marginal pupils that need intervention and support to meet expected standard
- E2 – pupils likely to reach expected with first quality teaching and coverage
- E1 – pupils expected to be secure at the expected standard
- A2 – pupils needing first quality teaching and coverage to reach a greater depth standard
- A1 – pupils expected to reach the greater depth standard

B2 children are assessed using PIVATs.

Teachers are not asked to provide any onerous evidence to support their assessments and professional judgement is trusted alongside observations and book scrutinies completed by SLT and subject leaders. Writing is moderated as a key stage team and samples are moderated with the English lead and SLT. Staff also access Epworth Education Trust moderation sessions at each assessment point. Teachers also attend LLG (Leigh, Lowton and Golborne) writing moderation sessions.

Pupil progress meetings take place three times a year where assessment data is discussed alongside qualitative assessment of where gaps/misconceptions are for particular children in particular subjects. The aim of these meetings is to ensure we meet the needs of any children who are not currently making good progress via interventions, targeted support or adapted quality first teaching.

6. Reporting to parents/carers

Assessments are communicated to parents in the autumn and spring term in the form of an attainment and next steps parents' / cares' meeting. PiXL codes and explanations of next steps are shared with families. Parents are informed in the end of year annual report about their child's attainment for both the core and foundation subjects. Foundation assessments will be recorded as working at, above or below the expected standard for that age group.

The school report will contain:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, including the total number of possible attendances for that pupil, and The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

Statutory testing results will also be included in the annual report.

At the end of KS1 and KS2 the following will be included in the annual report:

- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and
  pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and
  whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)
- A statement that teacher assessment outcomes take into account the results of statutory

7. Inclusion

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

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.

For pupils at High Level Need, assessment will include the following as relevant: PIVATs tracker.

8. Training

Teachers will be kept up to date with developments in assessment practice and statutory arrangements by attending relevant training. We also keep up to date with current good practice and are outward looking in terms of training opportunities to ensure we develop and improve staff practice on a regular basis. This may be in the form of relevant staff accessing training directly or SLT accessing training which is then disseminated to staff.

In terms of formative assessment this is monitored in lesson visits, coaching or observation and is a key element in the feedback given each time.

In terms of summative assessments, we ensure moderation both within and outside of our own school to ensure consistency and accuracy.

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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed every three years or in the event of statutory or significant changes by the Local Advisory Board (LAB). At every review, the policy will be shared with the LAB.

All teaching staff are expected to read and follow this policy.

Senior leaders will monitor the effectiveness of assessment practices across the school, through:

lesson observations and drop-ins, moderation, book scrutinies, pupil consultation, feedback from staff and pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

Curriculum Policy

Early Years Foundation Stage Policy

Teaching, Learning and Curriculum Policy

Feedback and Marking Policy