



West Witney Primary School and Nursery

Assessment Policy

Spring Term 2026

Headteacher: *Mr S Birnage*

Chair of Governors: *Mrs L Upson*

Review Date: Spring 2026

Assessment Philosophy

West Witney Primary school & Nursery is dedicated to a cohesive, consistent and robust approach to assessment using a variety of assessment methods to gain a holistic and accurate profile of each child's progress and attainment across the school. This is vital in order to ascertain modifications needed to teaching plans and to ascertain additional support (often in the form of interventions) to help fulfil gaps a child may have in their learning. Rigorous assessment helps support our ethos of: *All children can, and will, be learning at the Age-Related-Expectation.*

The Principles of Assessment

Assessment addresses both the skills and knowledge a pupils needs to develop, and an understanding of why. That is, for what purpose any task has been undertaken. The results of our assessment are used to:

- Provide information about our children of all abilities, including children who have Special Educational Needs (SEN) or disabilities, regarding their knowledge and understanding across the curriculum. All children should be provided with challenge to ensure they fulfil their potential.
- Communicate to children, in a meaningful way, to help them understand what to do to improve.
- Inform planning for all future lessons: how to improve, adapt and target teaching.
- Fill gaps in knowledge and understanding and to deepen understanding when learning is secure.
- Ensure high standards of teaching and learning drives outcomes for children that compare favourably with national expectations.
- Support an aspirational school culture.
- Share reliable and clear information to parents, Governors and all relevant stakeholders.

Various assessment methods are used at West Witney Primary School & Nursery. An **overall teacher assessment** is made with a combination of **summative and formative assessment**. These methods of assessment provide evidence of child's attainment and progress.

Formative Assessment

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at West Witney. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day-to-day classroom learning. All teaching staff and children are actively involved in:

- Ongoing assessment against the National Curriculum objectives throughout each lesson through probing questioning, (Bloom's Taxonomy); observations, dialogue and the record of learning in children's books.
- Setting clear learning objectives; the children know what they are being asked to learn and why. This links to our ethos of *Visible and Specific Learning*.
- Three-way feedback, child, peer, teacher with clearly defined next steps.
- Providing learning activities that give the greatest opportunity to elicit in-depth learning that also aids the assessment of the way children apply their skills and knowledge. For example, can children demonstrate they have truly mastered their learning by: solving non-routine

problems, explaining concepts, appraising, hypothesising, investigating, citing, designing, creating and proving.

- Regular *learning-look-in-books*, and moderation in teams and across departments.
- Subject leaders also analyse progress through *learning-look-in-books*, pupil voice, learning walks and planning checks. Findings are then reported back to teachers, the SLT and Governors.
- Working Groups, comprising of teachers from different phases, meet regularly to assess the learning in different curriculum areas.

Children's progress is measured against these criteria and each long term teachers will complete an **overall, summative teacher assessment**. (See also **Data Collection and Analysis**)

Progress Books

- Pieces of writing in final draft will be showcased in the children's progress books in. Writing can be taken from across the curriculum and may include poetry.

Summative assessment – Years 1-6

Summative assessment is used to assess what a child can do at a particular time, and is used as one part of the **overall teacher assessment**.

- Years 1 – 6: PiXL progress/attainment assessments in reading, writing and GPS, in Terms 2, 4 and 6
- Attainment/progress measured in writing, against school internal writing assessment framework, based on the National Curriculum objectives for each year group, with the same layout as the DfE writing frameworks for end of KS1 and end of KS2.
- Year 1: Phonics Screening Check (June). This is a statutory requirement.
- End of KS1 (Year 2, optional)) and end of KS2 (Year 6) Statutory Assessment Tests (May). Submitting the outcomes of these assessments is a statutory requirement.
- Year 4: The multiplication tables check (MTC), in June. This is a statutory requirement.
- Diagnostic tests for targeted children if necessary
 - *For example, reading speed tests for fluency, BVPS assessments, "Fresh Start" progress tests NELI termly arithmetic tests
- Review for pupils with SEN and disabilities if required

***All summative 'PiXL' assessments give rigorous gap analysis to help teachers to plan support accordingly.** Robust pupil progress meetings are conducted after each assessment point, involving class teachers and the SLT. This is when gap analysis has been re-evaluated from the corresponding summative assessment. Intervention maps are reviewed at this point, as well as at every half-term.

Progress Measures

Following the introduction of "Assessment without Levels", and the modified National Curriculum, in 2014, progress is now measured against Age Related Expectations (ARE) where each child's progress is measured against their individual starting points. From the inception of the new curriculum in September 2014, West Witney has applied a set of assessment measures now based on the following descriptions:

Working Below indicates that a child is working at **the age related expectations of the year below** or in some cases two years below their year group.

Working Towards indicates that a child is **working towards age related expectations** and has achieved some of the learning objectives for their year group.

Working At indicates that a child is **working at age related expectations** and has achieved most of the objectives for their year group.

Greater Depth indicates that a child is working **above age related expectation** and is deepening their knowledge and understanding of the curriculum.

An attainment outcome is given relating to the term of assessment and the year group of the child. These outcomes are entered into 'HelloData' for analysis in Terms 2, 4 & 6 for Core Subjects and Terms 3 and 5 for Foundation Subjects. Progress can then be accurately measured from each assessment point to the next, including when a child passes to the next year group.

Aspirational Goals

Goal/target setting takes place during the first term; this is used to monitor cohorts and groups, including children in receipt of the Pupil Premium Grant. It is monitored by the Headteacher, the Deputy Headteacher, the SLT and Governors.

Data Collection and Analysis

It is against these measures and according to Age Related Expectations that teachers complete an **overall teacher assessment** which takes place on a termly basis that is **three** times a year for reading, writing, mathematics and Science and twice a year for Foundation Subjects. Data is analysed in team meetings, by subject leads and by SLT and fed back into the planning and teaching cycle to ensure that the children make continued progress.

Data is collected and scrutinised by the Headteacher, the Deputy Headteacher and SLT in Terms 2, 4, and 6. Teachers submit the data in third week of these terms unless they are told otherwise. Governors are subsequently provided with anonymised data for further scrutiny.

Statutory data for the end of Key Stage 1 and Key Stage 2 is recorded and submitted to the DfE for benchmarking at the end of June, as well as the Phonics screening test and the MTC.

Transition

Based on the final assessment of the year (in Term 6), gap analysis of each child will be passed - along with any other relevant information- to the next teacher, acting as a baseline for Week 1 of the next academic year.

Reporting to Parents

Parents receive an update of their child's progress in Reading, Writing and Maths twice a year, using the school's data management system. Parents will receive an update in Terms 2 and 4.

Parents also receive an end of year Annual Report in Term 6 where comments are made regarding progress across the year in English and Maths. For Foundation subjects, progress and attainment is also given, using Age Related Expectations based on the school's Curriculum Information Documents or schemes assessment tools. This is recorded throughout the year on the child's report

as ongoing teacher assessment with a final assessment made in the summer term so that parents have a record of their progress. On the final reports the children are judged as: **Working Towards, Working At or Greater Depth**. A child working below **age related expectation** will be assessed against the appropriate year group for their needs/ academic ability.

At any time during the year, **teacher assessment** can be discussed with parents at the parents request and forms the basis of feedback at the formal parents' consultations (December/March) and is at the core of the end of year formal written reports (July).

Early Years

In Early Years, a child's progress is monitored and assessed through a combination of teacher/practitioner observations and records of children's learning. Throughout both, Nursery and Reception, children are assessed against the *Birth to Five Matters* statements. These cover both Prime and Specific areas of Learning.

Areas of Learning and Development – Prime			
Personal, Social and Emotional Development (PSED)		Physical Development (PD)	Communication and Language (C&L)
Areas of Learning and Development - Specific			
Mathematics (M)	Literacy (L)	Understanding the World (UW)	Expressive Arts and Design (EA &D)

In addition to the *Birth to Five Matters* statements our EYFS curriculum is underpinned by Characteristics of Effective learning.

Characteristics of Effective Learning		
Playing and Exploring (P & E)	Active Learning (AL)	Creating and Thinking Critically (C & T)
Finding out and exploring Playing with what they know Being willing to have a go	Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do	Having their own ideas Making links Choosing ways to do things

Nursery

In Term 2, Term 4 and Term 6 all areas of learning are assessed and recorded.
In Term 6 individual Annual Reports are written and shared with parents.

Reception

In Term 1 all children complete Statutory Baseline Assessment, which is reported to the DFE.
In Term 2, Term 4 and Term 6 all areas of learning are assessed and recorded.
In Term 6 individual reports are written and share with parents.

Across Early Years children are assessed as either 'on track' or 'currently not on track' to achieve Age Related Expectations and Early Learning Goals.

Provision in the environment or more structured interventions are then put in place for those children who are 'not on track'.

Early Learning Goals are assessed at the end of the child's Reception Year using the Early Years Foundation Stage Profile. Children are assessed in as having achieved the ELGs or as working towards the ELGs