

Assessment Policy

WOMBRIDGE PRIMARY SCHOOL

Academic Year 2026–2027

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1. Introduction

Wombridge Primary School is committed to providing an environment where every child can achieve their full potential. Our assessment policy is designed to support learning, monitor progress, and ensure that all pupils are prepared for future educational challenges. This policy outlines the assessment procedures from the Early Years Foundation Stage (EYFS) through Key Stage 2 (KS2), including national curriculum assessments (SATs) and NFERs for Years 1 through 5.

2. Early Years Foundation Stage (EYFS)

Assessment Overview

In the EYFS, assessment is carried out through observation and interaction. Practitioners assess children against the Early Years Foundation Stage Profile (EYFSP) at the end of the Reception year. The EYFSP provides a comprehensive picture of a child's development across seven areas of learning.

Assessment Delivery

- **Ongoing Observations**: Teachers and practitioners conduct regular observations to understand each child's progress and development.
- **Learning Journals**: Each child has a learning journal that includes observations, photographs, and examples of work.
- **Parent Involvement**: Parents are encouraged to contribute to their child's learning journal and participate in regular meetings to discuss progress.

3. Key Stage 1 (KS1) and Key Stage 2 (KS2)

Assessment Overview

At Wombridge Primary School, we use a combination of teacher assessments, statutory assessments, and NFER tests for Years 1 through 6 to monitor pupil progress. These include the Phonics Screening Check in Year 1, and the Key Stage 1 and Key Stage 2 SATs.

Phonics Screening Check

- Administered to Year 1 pupils to assess their phonics skills and identify those needing additional support.

NFER Tests (Years 1-5)

- **SPAG, Maths and Reading** are assessed to provide a detailed understanding of pupil progress and areas requiring support.

Key Stage 1 (KS1) SATs

- **Subjects Assessed**: Reading, Writing and Maths.
- **Teacher Assessments**: Conducted throughout the year to give a holistic view of each child's abilities.
- **Standardized Tests**: Administered in a supportive environment, ensuring minimal stress for pupils.

Key Stage 2 (KS2) SATs

- **Subjects Assessed**: Reading, Spelling, punctuation and grammar (SPAG), Mathematics, and Science (teacher assessment).
- **Timing**: Typically conducted in May.

4. Assessment for Learning

Assessment for Learning (AfL) is at the heart of teaching and learning at Wombridge Primary School, as it helps teachers to know who is reaching age related expectation or beyond and who may need extra support to reach age related expectation. A range of strategies are used to ensure teachers can pick up on misconceptions and address gaps in knowledge. These strategies include mini whiteboard tasks, talk partners, mini plenaries, true or false statements, rapid recall questions, questioning aimed at PPG/WTS, end of unit assessments, INK (impactful new knowledge) tasks and non-examples. When AfL is employed effectively, teachers can help children keep up with the learning and rapid progress is made.

5. SATs Delivery Strategy

To ensure that all children are set up for success during SATs, we implement the following strategies:

Small Group Settings

- **Tailored Environment**: Children are assessed in small groups to create a comfortable and supportive atmosphere.

- **Weekly revision**: Staff members are available to provide additional support and encouragement through weekly revision sessions as a free after school club.

Breakfast Provision

- **Nutritious Start**: On the week of the SATs, breakfast is provided to ensure pupils begin their day with the energy and focus needed for success.
- **Positive Start**: Breakfast sessions are used to relax pupils and foster a positive mindset.

Success-Focused Environment

- **Familiarisation**: Prior to assessments, pupils are familiarised with the test format and procedures to reduce anxiety.
- **Encouragement and Motivation**: Teachers provide motivation and reassurance to boost pupil confidence.

6. Monitoring and Reporting

- **Data Input and Monitoring:** Data is input onto Insight termly and is closely monitored by the head teacher and the assessment lead, who is the assistant headteacher. This ensures that all assessments are systematically reviewed and that the necessary interventions are implemented promptly.
- **Regular Monitoring:** Teachers continually monitor progress and adjust instruction to meet individual learning needs.
- **Parent Communication:** Parents receive regular reports on their child's progress, including termly meetings to discuss assessment outcomes and next steps.

7. Assessment of Foundation Subjects

Assessing Foundational Subjects through Bloom's Taxonomy

Bloom's Taxonomy provides a structured framework to assess and enhance pupils' understanding across foundational subjects. By categorizing learning objectives into hierarchical levels, educators can guide pupils to not only know but also remember, apply, analyse, evaluate, and create knowledge in various subjects.

Knowledge and Comprehension

At the foundational level, pupils begin by gaining knowledge and comprehension of key concepts in subjects. Teachers use Bloom's Taxonomy to ensure pupils can recall facts, define terms, and understand basic principles. This stage is crucial as it sets the groundwork for further learning and retention.

Application and Analysis

Once foundational knowledge is solidified, pupils are encouraged to apply their understanding in practical contexts. For instance, they might solve real-world math problems or conduct simple scientific experiments. Bloom's Taxonomy helps educators design activities that require pupils to break down information, identify patterns, and grasp underlying structures, fostering deeper learning.

Synthesis and Evaluation

As pupils progress, they use their acquired knowledge to synthesize information across different subjects. For example, they might integrate historical context with literary analysis or combine scientific and mathematical concepts to solve complex problems. This level of learning encourages pupils to evaluate information critically, make informed judgments, and articulate their thoughts clearly.

Creating Interdisciplinary Connections

A vital component of using Bloom's Taxonomy in foundational subjects is making clear links between them. By drawing connections between disciplines, pupils are equipped to transfer their knowledge and skills seamlessly. For example, understanding the mathematical principles of symmetry can enhance their comprehension of art and design. Similarly, exploring historical events can deepen their insights into literature.

Enhancing Learning through Integrated Assessment

Assessment through Bloom's Taxonomy not only measures pupils' retention and understanding but also enhances their learning by encouraging them to connect ideas across subjects. Teachers can create interdisciplinary projects and assessments that require pupils to apply their learning in novel ways, thereby reinforcing their knowledge and fostering creativity.

Teachers will use this grid to inform their assessments:

<table>
<tr><td colspan="3">Spring Unit: _____</td><td>Teacher Assessment</td><td>Children's Initials</td></tr>
<tr><td>Creating
Use knowledge to create something new.</td><td>Evaluating
Critically examine knowledge and make judgements.</td><td>Analysing
Take knowledge apart and explore relationships.</td><td>Greater Depth</td><td></td></tr>
<tr><td colspan="3">Applying
Make sense of knowledge and apply it to new situations.</td><td rowspan="2">Expected</td><td rowspan="2"></td></tr>
<tr><td colspan="3">Remembering most knowledge.
Remember and recall most knowledge, talking confidently about it.</td></tr>
<tr><td colspan="3">Limited recall of knowledge
Remember and recall some knowledge.</td><td>Working Towards</td><td></td></tr>
</table>

8. Conclusion

Wombridge Primary School is dedicated to fostering a supportive and effective assessment environment. By tailoring our approach to meet the needs of each child, we ensure all pupils can thrive and achieve to their best outcomes. This policy is reviewed annually to ensure it meets the evolving needs of our pupils and aligns with national standards.

This policy links to the following policies and procedures:

- EYFS Curriculum
- Behaviour Curriculum
- Enrichment Curriculum
- Nurture Curriculum
- Curriculum policy
- SEND policy
- Greater Depth Policy
- RSE Policy