



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2025-2026

ASSESSMENT POLICY

September 2025

Document to be read in conjunction with ***other key school policies (listed within document)***

Assessment

Our vision for assessment

This policy has been written for staff at Wren's Nest Primary School to set out our approach to assessing pupils' attainment, both formatively and summatively.

The purpose and aims of this policy and our approach to assessment are to:

- Improve pupil outcomes
- Evaluate the impact on learning of our intended and implemented curriculum
- Inform teachers and pupils of their next steps in learning
- Ensure we identify pupils falling behind and provide them with the right support to catch up
- Ensure assessment is not onerous for teachers, through thinking carefully about the purpose and frequency of data collection and data input

We believe that all forms of assessment should be used to improve teaching and learning

- The best forms of assessment result from ongoing dialogue and interactions with children.
- Frequent interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching.
- As outlined in our feedback policy:
 - We believe the more precise the feedback is, the greater the clarity in terms of the teaching and learning steps
 - Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility through adults doing the hard thinking work on behalf of the pupil.
 - Children should receive 'live' feedback either within the lesson itself or in the next appropriate lesson.
- We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.
- Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system. All forms of assessment should be:

- Used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable.
- Underpinned by a knowledge of the curriculum.
- Informative in terms of planning and delivery of the curriculum.

These should also form the basis of our assessment system:

- Assessment helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning.
- Assessment provides reliable information to parents about how their child is doing
- Assessment ensures that Wren's Nest is keeping up with external best practice

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected outcomes and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are given support in order to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

Feedback

- Feedback and looking at pupils' work is the teacher's day to day or week to week means of assessing pupil progress and of planning work to meet pupils' needs.
- Quality and timely feedback indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work.
- We provide feedback in line with the planned curriculum, the careful planning of which identifies the knowledge or skill to be learnt in that lesson or sequence of lessons.
- The best feedback should be timely and specific. We encourage live feedback in lessons, either to an individual, a group or a class.
- Good feedback will support children there and then to improve their work or move on.
- In addition to feedback on lessons, pupils' common errors should be brought to the child's attention so that they are able to improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc.
- All work completed by a child should be acknowledged by the teacher.

Examples of assessment tools:

- Low Stake quizzes
- Hinge Questions
- Pre-topic Mindmaps
- SONAR Colours
- Lesson observations
- Book Looks
- Child Voice
- WhiteRose Assessment (Maths)
- Spelling assessment
- Wren's Nest Assessment Trackers for Design and Technology and Art, Design and Craft (these are being developed for other subject areas)

Summative testing

Summative assessment is the formal testing of what has been learned in order to highlight an overall attainment which may be used for reports of various types.

The shared language of summative assessment in our school is:

- Working towards National Standard (WTS)
- Expected Standard (EXS),
- Target Expected (TEXS)
- Working at Greater Depth (GDS)
- Children working significantly below age related expectations will be marked as BLW

Statutory National testing

During their time in school, children will sit some external national tests. These are as follows:

- Reception Baseline (September) and EYFS profile (submitted in June)
- Year 1 - Phonics screening test - June
- Year 4 - Multiplication check
- Year 6 - KS2 SATS in Reading, SPaG and Mathematics - May - externally marked. Teacher assessments in Writing, Reading, Mathematics and Science.

Monitoring progress - Assess and review

Top level data is important to see how whole or parts of cohorts are performing but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. We carry out half termly 'standardisation meetings'. Here, teachers look at their particular groups (core and foundation subjects) and assess how they are doing. They consider issues that the whole group might be struggling with and how they may address this in class, as well as thinking about individual children and what can be done to support them. Members of the leadership team then meet with each member of staff and discuss each child. In instances where children are struggling, not making progress or are a concern for their teachers, SLT and the class teacher will decide a course of action for that child. This may include a course of interventions, a possible referral to SENDCO or a social intervention. This is followed up each half term in order to monitor their progress. Children who access our SEND provisions (Little Stars, Twinkle, Rainbow Room and Shooting Stars) are assessed using a specific assessment tool developed for children with additional needs, this is called AAT (Ascent Assessment Tracker) this tool enables staff to track small incremental steps of personal progress made by each child and is closely monitored and moderated on a termly basis. Where appropriate Development Matters and Birth to 5 Matters is also used. Wren's Nest has developed a tracker to support this assessment tool to ensure that the small steps of progress made by each child are closely monitored and reported alongside other data, this ensures even the smallest steps progress are celebrated and supported where possible.

Reporting to parents and families

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through weekly videos by the Head Teacher, termly curriculum videos, homework tasks, reports, parents' evenings, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. The formal parents' evenings are held in the Autumn, Spring and Summer terms. A full report is sent to parents during the Summer Term. This report will provide information about the child's performance in all National Curriculum subjects. In Year 1 it will include details of the phonics screening check. In Year 4 it will include details of the Multiplication Tables Check. In Year 6 it will indicate the results of the child's Statutory Assessment Tests, as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPaG. Children who are on the SEND register also receive a termly SEND plan that includes data.

Monitoring information:

The policy will be promoted and implemented throughout the school by all staff. The school will review this policy through the Curriculum and Standards committee annually and assess its implementation and effectiveness.

Links with other policies:

Other important documentation to be read in conjunction with the Assessment Policy:

- Wren's Nest Marking and Feedback Policy
- EYFS Policy
- Non-Negotiables document

Date of Review: September 2025

Policy to be reviewed: September 2026