



Westways Primary School

Assessment Policy

September 2021
This policy will be reviewed annually

Principles and Aims

At Westways Primary School, assessment procedures are in place to impact positively on the attainment and progress of all groups of pupils. Assessments conducted are purposeful and inform high quality teaching and learning for every child, therefore ensuring the best outcomes for all pupils. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified for each subject in the National Curriculum programmes of study. We use a range of formative and summative assessments to support and enhance learning within our school and meet the statutory assessment requirements for Key Stage 1 (KS1) and Key Stage 2 (KS2), including reporting outcomes at the end of Reception to the local authority.

Assessment at Westways supports the needs of all groups of children; we do this through pupil progress meetings, data reports, learning conversations, special educational needs and disability (SEND) reviews and daily dialogue between all stakeholders. A triangulation of assessment tasks, marking and feedback informs future precision planning to meet the needs of all groups of children. We use the National Curriculum to inform planning for Years 1 to 6, as well as statutory teacher assessment frameworks. Teachers use the skills and knowledge identified in the National Curriculum, the outcomes in standardised tests and their professional judgment (based on day to day teaching) to give the child a Point in Time Assessment (PITA) score. For Early Years Foundation Stage (EYFS), we use the EYFS Statutory Framework 2021, 'Development Matters' and 'Birth to 5 Matters' to structure learning and then to assess the children at the end of Reception.

Professional development moderation meetings are held for teachers to ensure assessment practices are consistent and staff are confident. New teachers are inducted into our assessment practices and how they link to curriculum and pedagogy. We access moderation within phases and other schools within the S10 partnership on a termly basis: this ensures we stay abreast of good practice and enables us to share our own. These meetings also allow teachers to validate their judgements with other professionals. They also ensure greater consistency and accuracy of assessment judgements made for each core curriculum subject. These assessments are then used to re-shape lesson planning so they best meet the needs of all learners.

For SEND pupils, adapted assessments help inform the needs of the child to enable them to access the curriculum. This might include longer time to complete activities, pre-teaching or post-teaching support, or scaffolded tasks. Work carried out by external agencies also form part of the assessment of a child. Parents/carers of SEND children are invited to termly review meetings with the Special Educational Needs and Disabilities Coordinator (SENDCO) and class teacher. Parents/carers are invited to share information about their child, assessment information is shared with parents and carers and actions are recorded in response.

Formative Assessment

Pupils receive feedback, either verbally or written, every day. Reflection (or 'Green Pen') time is embedded into school practice and children respond to written feedback as and where appropriate (see Marking and Feedback Policy). Assessment for Learning (AfL) is used to help re-shape lessons and learning and can lead to children being asked to deepen their thinking so learning is further embedded. Teachers use a range of formative assessment techniques to ascertain whether a child has understood or achieved learning objectives.

At Westways Primary all lessons to include elements of formative assessment; day-to-day examples of these are as follows:

- a flexible grouping approach to all lessons according to the outcomes from prior learning – this allows children to work at a level determined by their understanding of that concept at that time (e.g. 'Mild, Spicy, Hot' tasks);

- questioning helps to elicit understanding of content and skills as well as determine gaps and helps to address misconceptions;
- 'Flashbacks' are used in lesson to help pupils make links with prior learning, whether it was last week, last term or last year;
- common misconceptions are addressed in lessons so children are confident in their learning;
- verbal and written feedback gives children opportunities to reflect on their learning and allows teachers to determine a child's next steps.

Summative Assessment

At Westways Primary School, we use summative assessment to evaluate pupils' learning and progress at the end of a period of teaching. This allows teachers to modify plans for individuals and groups of children and ensure they are meeting their needs. For science, history and geography, 'Quick Quizzes' are used at the beginning and end of a 'theme' to demonstrate the knowledge pupils have gained. For reading, maths and grammar, punctuation and spelling (SPaG), published assessment tools are used (such as The National Foundation for Educational Research (NFER) assessments, PM Benchmark Reading Assessment and the [New] Salford Sentence Reading Test (SSRT)) alongside teacher assessments to support the PITA judgement made for each child. Teachers also use independent writing tasks (or a 'Writing Challenge') to evaluate the pupils' learning regularly. Children's progress is monitored on their journey through school, enabling resources to be targeted to where it is needed, such as additional support and interventions.

For national standardised summative assessment, we start in Reception with a baseline, where judgements made against the Reception Baseline Assessment (RBA), 'Development Matters' and 'Birth to 5 Matters' statements, and then end the year with the EYFS Profile reporting on the child's attainment in relation to the early learning goal (ELG) descriptors and their characteristics of effective learning. In KS1, we complete the Year 1 phonics screening check and those children who do not meet the national expectation are re-assessed in Year 2; we also complete the statutory End of Key Stage assessments in KS1 (Year 2) and KS2 (Year 6).

The effectiveness of our assessment practice is monitored to ensure judgements are accurate and effective. Each child is individually tracked using our in-house data tracking system. To make achievement information accessible, we use a PITA system that places children into 1 of 7 categories (see Appendix A). We use the idea that a child working at a 3 or 4 is working towards age related expectation (ARE); a child working at a 5 is working at ARE; and a child working at a 6 or 7 is working above ARE. To track progress using PITA, we use a matrix (see Appendix B) to gauge what progress has been made.

Class teachers are responsible for recording and inputting an overall PITA number for the children in their class which then feeds into our in-house data tracking system 'Tracker+'. This data is analysed each half term and used at pupil progress meetings to evaluate where children are in terms of ARE and how much progress has been made since the last entry point. It is also used to show the percentages of children on track to achieve ARE and the progress and attainment of specific and vulnerable groups. Data is shared with governors in the termly headteacher's report and by the Assistant Headteacher responsible for each Key Stage in school.

Achievement information is shared with parents/carers at Parent Evenings and in end of year reports. However, the PITA numbers are not shared with parents; instead, teachers will use the descriptors to explain the progress their child is making in English and maths. This information (alongside day-to-day formative assessment) helps to inform parents where a child's strengths and areas for development lie and help set targets for improvement.

PITA (Point in Time Assessment)

Number	Descriptor
1	Is working on P-Scales.
2	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.
3	Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.
4	Is on track to meet some, but not all, of the end of year expectations. Is success at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.
5	Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
6	Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.
7	As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate other's ideas and their own effectively.



PITA (Point in Time Assessment)

Progress Matrix	Working Towards Expected		Working At Expected		Working Above Expected	
Poor	4→3 5→3 5→4		6→5		7→6	
Insufficient	4→4 3→3					
Sufficient	3→4 1→2 2→3		4→5 5→5		6→6	
Exceptional	2→4 1→4 1→3		1→5 2→5 3→5		6→7 4→6 5→6	
Individual Case Studies Needed	1→1	1→2	2→1	2→2	3→2	





		Reading	Writing	Maths	SPaG
Autumn Term	Early Years Foundation Stage (Nursery & Reception)	Baseline assessments (RBA) and ongoing observations (judgements against 'Development Matters' and 'Birth to 5 Matters' statements) Read Write Inc. assessment (every 6 weeks) Tapestry	Baseline assessments (RBA) and ongoing observations (judgements against 'Development Matters' and 'Birth to 5 Matters' statements) Writing assessment (based on a theme using Development Matters statements) Tapestry	Baseline assessments (RBA) and ongoing observations (judgements against 'Development Matters' and 'Birth to 5 Matters' statements) Tapestry	
	Key Stage 1 (Year 1 & 2)	PITA Read Write Inc. assessment (every 6 weeks) PM Benchmark Year 2: tasks using 2017 KS1 reading paper	PITA Writing assessment (assessed against the teacher assessment frameworks at the end of key stage 1)	PITA White Rose 'End of Block Assessments' Year 2: tasks using 2017 KS1 maths paper	PITA Grammar assessment tasks (Twinkl)
	Key Stage 2 (Year 3 to 6)	PITA Read Write Inc. assessment (for identified pupils) PM Benchmark/SSRT NFER Assessment Year 6: 2016 & 2017 KS2 reading papers	PITA 'Writing Challenge' (assessed against a modified version of the teacher assessment frameworks at the end of key stage 2)	PITA White Rose 'End of Block Assessments' NFER Assessment Year 6: 2016 & 2017 KS2 maths papers	PITA NFER Assessment Year 6: 2016 & 2017 KS2 SPaG papers

		Reading	Writing	Maths	SPaG
Spring Term	Early Years Foundation Stage (Nursery & Reception)	<p>Ongoing observations and progress review (judgements against 'Development Matters' and 'Birth to 5 Matters' statements)</p> <p>Read Write Inc. assessment (every 6 weeks)</p> <p>Tapestry</p>	<p>Ongoing observations and progress review (judgements against 'Development Matters' and 'Birth to 5 Matters' statements)</p> <p>Writing assessment (based on a theme using Development Matters statements)</p> <p>Tapestry</p>	<p>Ongoing observations and progress review (judgements against 'Development Matters' and 'Birth to 5 Matters' statements)</p> <p>Tapestry</p>	
	Key Stage 1 (Year 1 & 2)	<p>PITA</p> <p>Read Write Inc. assessment (every 6 weeks)</p> <p>PM Benchmark</p> <p>Year 2: tasks using 2018 & 2019 KS1 reading papers</p>	<p>PITA</p> <p>Writing assessment (assessed against the teacher assessment frameworks at the end of key stage 1)</p>	<p>PITA</p> <p>Year 1: White Rose 'End of Block Assessments'</p> <p>Year 2: tasks using 2018 & 2019 KS1 maths papers</p>	<p>PITA</p> <p>Grammar assessment tasks (Twinkl)</p>
	Key Stage 2 (Year 3 to 6)	<p>PITA</p> <p>Read Write Inc. assessment (for identified pupils)</p> <p>PM Benchmark/SSRT</p> <p>NFER Assessment</p> <p>Year 6: 2018 & 2019 KS2 reading papers</p>	<p>PITA</p> <p>'Writing Challenge' (assessed against a modified version of the teacher assessment frameworks at the end of key stage 2)</p>	<p>PITA</p> <p>NFER Assessment</p> <p>Year 6: 2018 & 2019 KS2 maths papers</p>	<p>PITA</p> <p>NFER Assessment</p> <p>Year 6: 2018 & 2019 KS2 SPaG papers</p>

		Reading	Writing	Maths	SPaG
Summer Term	Early Years Foundation Stage (Nursery & Reception)	<p>Ongoing observations and progress review (judgements against 'Development Matters' and 'Birth to 5 Matters' statements)</p> <p>EYFS Profile judgements (including Quality Assurance of data)</p> <p>Read Write Inc. assessment (every 6 weeks)</p> <p>Tapestry</p>	<p>Ongoing observations and progress review (judgements against 'Development Matters' and 'Birth to 5 Matters' statements)</p> <p>EYFS Profile judgements (including Quality Assurance of data)</p> <p>Writing assessment (based on a theme using Development Matters statements)</p> <p>Tapestry</p>	<p>Ongoing observations and progress review (judgements against 'Development Matters' and 'Birth to 5 Matters' statements)</p> <p>EYFS Profile judgements (including Quality Assurance of data)</p> <p>Tapestry</p>	
	Key Stage 1 (Year 1 & 2)	<p>PITA</p> <p>Read Write Inc. assessment (every 6 weeks)</p> <p>PM Benchmark</p> <p>Phonics Screening Check</p> <p>Year 1: End of Year 1 reading assessment (Testbase)</p> <p>Year 2: 2021 KS1 reading papers (KS1 SATs)</p>	<p>PITA</p> <p>Writing assessment (assessed against the teacher assessment frameworks at the end of key stage 1)</p>	<p>PITA</p> <p>White Rose 'End of Block Assessments'</p> <p>Year 1: End of Year 1 maths assessment (Testbase)</p> <p>Year 2: 2021 maths papers (KS1 SATs)</p>	<p>PITA</p> <p>Year 1: End of Year 1 SPaG assessment (Testbase)</p> <p>Year 2: Optional end of KS1 SPaG paper</p>
	Key Stage 2 (Year 3 to 6)	<p>PITA</p> <p>Read Write Inc. assessment (for identified pupils)</p> <p>PM Benchmark/SSRT</p> <p>NFER Assessment</p> <p>Year 5: 2016 KS2 reading paper</p> <p>Year 6: 2021 KS2 reading paper (SATs)</p>	<p>PITA</p> <p>'Writing Challenge' (assessed against a modified version of the teacher assessment frameworks at the end of key stage 2)</p>	<p>PITA</p> <p>White Rose 'End of Block Assessments'</p> <p>NFER Assessments</p> <p>Year 5: 2016 KS2 maths paper</p> <p>Year 6: 2021 KS2 maths paper (SATs)</p>	<p>PITA</p> <p>NFER Assessments</p> <p>Year 5: 2016 KS2 SPaG paper</p> <p>Year 6: 2021 KS2 SPaG paper (SATs)</p>