Wyburns Primary School

Assessment Policy

Created Date:	October 2025
Reviewed with Staff:	October 2025
Reviewed	
Next review:	October 2027

The purpose of implementing this assessment policy is to contribute to the raising of standards in the teaching and learning that takes place across the school.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating
- provide clear definitions and purposes for different types of assessment

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning at Wyburns Primary School. It helps us to ensure that teaching is appropriate and that learners are making at least expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. At Wyburns Primary School, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

1. Fundamental Principles of Assessment:

At Wyburns we recognises there are three main forms of assessment at our school:

- Day-to-day in-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessment

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". (Assessment Reform Group).

At Wyburns Primary School we recognise the purposes of day-to-day in-school formative assessment as being:

For pupils:

- To help all pupils to demonstrate what they know, understand and are able to do related to shared learning intentions
- To help pupils to measure their knowledge and understanding against learning intentions and what they need to do next
- To provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Be underpinned by confidence that every child can improve

For teachers:

- To include reliable judgements about how learners are performing and, where appropriate, related to national standards
- To enable teachers to plan effectively and adapt the teaching to meet the needs of the pupils
- To provide us with information to evaluate our work, and set appropriate targets at school, class and individual pupil level
- To support both teacher and pupil self review and reflection

For parents:

- To enable parents to understand and be involved in their child's progress
- To be informed by the school of the learning intentions their child is working towards achieving

Principles of in-school Summative Assessment

- To enable the school to track the pupils' progress across the year.
- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable the parents to track their child's progress across the year
- To give detailed information on previous understanding, attitude and knowledge
- To enable smooth transition into the next year group so work can be matched quickly to the needs of the pupils
- To enable parents to understand what their child has achieved and contribute to their progress

- To enable the government to monitor schools' pupils' attainment and progress
- To enable parents to compare schools in an area
- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable schools with similar contexts to compare outcomes

The attainment of each pupil is assessed against age related expectations three times per year, at the end of the: autumn, spring and summer terms, for reading, writing, mathematics and science and at the end of each topic for foundation subjects. Within this, children are continually assessed as either: 'secure' being the expected, 'towards' being those children who have not met their age related expectations and 'greater depth' being the children who are working above expectations but within their age range.

2. Monitoring, Moderation and Evaluation

The School Leadership team will take overall responsibility for ensuring that the Assessment Policy is put into practice across the school. Policy and practice will be reviewed regularly with staff. Teacher assessments are moderated internally across the year and externally in Year 6 within a 4 year period - in line with the Local Authority monitoring cycle. New strategies and support for staff will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

3. Collecting and using data

At Wyburns Primary School, as well as providing information on outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data:

- We ensure that data collected is clear and focused on our school audience.
- The data collected is based upon work over time as this gives a more reliable measure of the effects of teaching and learning.
- A continuous cycle.
- We understand the limitations of the data we collect and what we can infer from it to make improvements over time.
- At Wyburns we acknowledge that we can never know what each child has learned exactly,
- We ensure that the data collected is based upon a range of evidence for each term.
- We ensure that the collection of data is proportionate.

The data collected is shared in school with relevant staff and also communicated with parents in parent consultations and on school reports.