

Appleton Wiske Community Primary School
Assessment Policy (Assessing, Recording and Reporting)

The purpose of assessment is to move pupils on in their learning. It is important that the teacher knows what has been retained, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what pupils can do and informs their future planning. The outcomes of assessments will help pupils become involved in raising their own expectations, celebrating their achievements and increasing their self-motivation. Assessments also provide information for others, including:

- Parents – to show progress and areas for development and involve them in the learning process
- Other teachers – to help them plan and gain informed views
- Outside agencies – to provide evidence of attainment

Formative Assessment:

The aim of formative assessment is to monitor learning in order to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. Formative assessment allows teachers and pupils to identify strengths and areas for development. This type of assessment helps teachers monitor progress, adapt teaching and inform planning.

Assessment for Learning:

We believe that Assessment for Learning is a powerful way of raising standards, where teachers and pupils are clear about the purpose of the learning and the expected outcomes in order to ensure that pupils know what to do next.

- We share learning objectives and outcomes throughout the lesson using language that pupils can understand.
- Objectives are used as the basis for questioning and feedback during a lesson, i.e. asking pupils to explain what they are trying to learn and why.
- Achievement of the learning objective informs the next stages of planning.
- We provide pupils with clear success criteria related to the learning objectives.
- We use examples of pupils' work that has met the success criteria, with explanations of why.
- Pupils are given clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus.
- Opportunities are provided for pupils to discuss their work, focusing on how to improve.
- Pupils are asked to explain the steps in their thinking.
- We provide time for pupils to reflect upon their learning.
- Questions are pitched at a level appropriate to the individual in order to develop deep learning and thinking.
- Pupils are provided with verbal and written feedback which allows them to recognise their next steps and how to achieve them.
- Feedback is constructive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.
- Pupils respond to written feedback using purple pens (see Feedback Policy)
- We recognise that mistakes are an important part of learning and that they present opportunities to take learning further and encourage risk-taking.
- Our assessments help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes and year groups.

Summative Assessment:

The aim of summative assessment is to evaluate pupils' learning by comparing it against a specific standard or benchmark. Summative assessment allows teachers to evaluate what a pupil can do at a particular time. This is done through:

- On-entry EYFS Profile Assessments
- Reception Baseline Assessments
- Ongoing assessments for specific tasks – at the end of a unit or after teaching a specific concept
- Termly tests in reading (PIRA), mathematics (PUMA) and GPS (GAPS)

- Termly tracking of reading, writing, mathematics and science (Insight Tracking)
- Biannual tracking of foundation subjects
- End of year assessments/tests
- Year 1 phonics screening
- Year 2 phonics screening
- Year 4 multiplication tables check
- Key Stage 2 SATs (Y6) – compared with local authority and national
- Data analysis

Recording:

Recording should be ongoing, manageable and useful. The purpose of recording is to:

- Help teachers to monitor pupils' progress
- Provide evidence of learning and assessment
- Inform planning – what the pupil is to do next; future learning opportunities
- Form a basis for reporting to pupils, parents, other schools, the local authority and the government

We record:

- Evidence of learning – pupil and teacher comments, teacher notes, photographs
- Pupil progress in National Curriculum subjects and RE
- Qualities, skills, achievements and interests – personal targets, written comments, end of year reports
- Individual assessments and future provision for specific pupils, such as SEND and Pupil Premium
- Information in Planners/Reading Records
- Information in Lesson Plans
- EYFS focused evaluations
- Phonic records
- Test results, such as spellings and times tables
- SATs results

Tracking Progress:

All pupils are tracked throughout each academic year and across school life from entry to leaving. We use analysis from PUMA, PIRA and GAPS tests and the statements on Insight Tracking to inform termly assessments. This information allows teachers and the Head Teacher to rigorously track pupil progress. Pupil Progress meetings then highlight any pupils who require swift intervention or additional support in order to make accelerated progress.

Reporting:

We provide two written reports to parents/carers. The written reports provide information on progress and achievements throughout the school year. They follow the agreed procedures laid down by legislation and report all legal requirements, including attendance information in the end of year report. Parent consultations are held in the autumn and spring terms. Parents/carers have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings. During the summer term, parents are offered the opportunity to discuss the end of year report. Teachers and the Head Teacher are available throughout the year depending on any issues that arise. Reading Records provide a two-way communication about each pupil's progress in reading. Individual home/school books may be provided for some pupils so that general information about achievements and behaviour can be shared on a regular basis.

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Name	Position	Signature	Date
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Karen Hainsworth	Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Jane Quy	Chair of Governors		