



# Wrekin View

Wrekin View Primary School and Nursery

## Assessment Policy

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## 1. Introduction and rationale

At Wrekin View Primary School and Nursery, assessment is an integral part of effective teaching and learning. Our approach to assessment ensures that every pupil is supported to make strong progress from their individual starting points and that teaching responds precisely to pupils' learning needs.

Assessment is not a separate activity that happens after learning has taken place. Instead, it is embedded within the daily practice of teaching and learning. Teachers continually gather information about what pupils know, understand and can do. This information informs planning, supports adaptive teaching and enables staff to address misconceptions quickly so that pupils can move forward in their learning with confidence.

Our approach reflects current research and national guidance, including work from the Education Endowment Foundation and the principles outlined in the Ofsted Education Inspection Framework. These emphasise that high-quality formative assessment within the classroom has the greatest impact on pupil progress. For this reason, our assessment systems prioritise professional teacher judgement, responsive teaching and meaningful feedback rather than excessive data collection.

Assessment at Wrekin View serves several important purposes:

- to identify what pupils have learned and what they need to learn next
- to inform responsive teaching and adaptive classroom practice
- to ensure that the curriculum is being implemented effectively
- to monitor attainment and progress over time for individuals and groups
- to identify pupils who may require additional support or greater challenge
- to provide clear and meaningful information to pupils, parents and carers
- to support leaders and governors in evaluating the impact of provision

We hold high expectations for all pupils regardless of their starting points. Assessment enables us to ensure that every child is appropriately supported, challenged and encouraged to achieve their full potential. Progress may look different for different pupils, but every step forward is recognised and valued.

## 2. Assessment principles

Assessment at Wrekin View Primary School and Nursery is guided by the following principles:

- **Assessment is integral to teaching and learning.** It is used to check pupils' understanding, identify misconceptions and inform responsive teaching.
- **Assessment is closely aligned with the curriculum.** Teachers assess what has been taught so that judgements accurately reflect pupils' knowledge and skills.
- **Professional teacher judgement is central.** Teachers' understanding of pupils' learning, developed through daily teaching, remains the most important source of assessment evidence.
- **Assessment supports progress for all pupils.** Assessment information helps identify pupils who need additional support or further challenge.
- **Assessment is proportionate and manageable.** Systems are designed to avoid unnecessary data collection and ensure time is focused on improving teaching and learning.
- **Assessment information is used meaningfully.** Outcomes inform planning, intervention, leadership monitoring and communication with families.

### 3. Assessment workload and staff wellbeing

Wrekin View Primary School recognises the importance of ensuring that assessment systems remain manageable and purposeful. Our approach reflects national guidance on reducing unnecessary workload while maintaining high standards of teaching and learning.

Assessment systems are designed to:

- prioritise formative assessment within lessons
- avoid excessive data collection that does not contribute directly to improved learning
- ensure summative assessments provide useful and actionable information
- support professional dialogue through pupil progress meetings
- allow teachers to focus their time on planning, teaching and responding to pupils' needs

Leaders regularly review assessment systems to ensure they remain efficient and supportive of both pupil progress and staff wellbeing.

### 4. Assessment, adaptive teaching and curriculum implementation

Assessment plays a key role in ensuring that the curriculum is implemented effectively. Teachers use information gathered during lessons and through periodic checks of understanding to identify what pupils have secured and where further support or challenge is required.

This enables teachers to adapt their teaching through carefully chosen scaffolds, additional modelling, targeted questioning or increased challenge so that all pupils can access the curriculum successfully. In this way, assessment supports responsive teaching and helps pupils build secure knowledge and skills over time.

### 5. What assessment looks like in our classrooms

**At Wrekin View, effective assessment is visible in everyday classroom practice.**

*In our classrooms you will see:*

- *Teachers using **targeted questioning** to check understanding and deepen thinking*
- *Pupils explaining their ideas and reasoning during discussions*
- *Teachers identifying misconceptions and **adapting teaching in the moment***
- *Immediate verbal feedback helping pupils improve their work*
- *Opportunities for pupils to **reflect on and review their learning***
- *Low-stakes quizzes or retrieval activities to strengthen memory*
- *Teachers using what they notice during lessons to **adjust future planning***

*Assessment is therefore not an isolated activity. It is embedded within high-quality teaching and ensures that learning moves forward for all pupils.*

## **6. Roles and responsibilities**

Assessment is a shared responsibility across the school.

### **Teachers and Learning Support Practitioners**

Teachers and LSPs are responsible for carrying out formative and summative assessments with individuals, groups and whole classes. They use assessment outcomes to inform planning and provide feedback to pupils.

Outcomes are shared with pupils through ongoing dialogue about their learning and with parents through consultation meetings and annual reports.

### **Assessment Lead (Deputy Headteacher)**

The Assessment Lead is responsible for:

- monitoring standards across the school
- analysing pupil attainment and progress
- identifying pupils at risk of underachievement
- prioritising key actions to address underachievement
- supporting staff in using assessment effectively
- reporting outcomes to stakeholders
- supporting target setting across the school

### **Assistant Headteachers and Phase Leaders**

Assistant Headteachers monitor standards within their phases and ensure that staff understand assessment expectations and procedures.

### **Subject Leaders**

Subject leaders monitor standards within their subject areas in line with the National Curriculum or EYFS framework.

## **7. Key features of assessment at Wrekin View**

Assessment at Wrekin View includes both formative and summative approaches.

### **Assessment for learning (formative assessment)**

Formative assessment takes place continuously during teaching and learning. Teachers gather information through:

- questioning
- observation
- discussion
- feedback
- low-stakes quizzes
- diagnostic questions
- peer and self-assessment

This allows teachers to identify misconceptions quickly and adjust teaching accordingly.

Feedback is primarily provided verbally within lessons so that pupils can act immediately on guidance and improve their work.

### **Summative assessment**

Summative assessment provides periodic snapshots of attainment and progress.

Statutory assessments include:

- Reception Baseline Assessment
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check
- End of Key Stage 2 SATs

Non-statutory assessments include:

- termly NFER tests
- regular reading age and spelling age assessments
- writing assessments against national curriculum standards

These assessments support teacher judgement and inform planning.

### **8. Tracking and recording attainment and progress**

Assessment information is recorded and analysed to monitor pupil progress across the school. Teachers record outcomes using agreed school systems. Data is analysed to identify trends, strengths and areas for development.

Tracking focuses on:

- individual pupil progress
- cohort trends
- vulnerable groups
- subject attainment across the curriculum

This information informs pupil progress meetings and school improvement planning.

### **9. Assessment in the Early Years Foundation Stage (EYFS)**

Assessment in the Early Years Foundation Stage at Wrekin View Primary School and Nursery is primarily observational and is used to build a rich understanding of each child's development, interests and learning behaviours. Assessment is an ongoing process that takes place through daily interactions, high-quality play experiences and carefully planned adult-led learning.

Practitioners observe children as they engage in play, exploration and structured activities across the indoor and outdoor learning environments. These observations help staff understand how children are learning as well as what they are learning. Information gathered through observation enables practitioners to plan experiences that extend children's thinking, build on their interests and support their next steps in development.

Assessment in EYFS focuses on the whole child and takes account of progress across all areas of learning. Staff consider how children develop knowledge, skills, language, independence and social interaction as they engage with the curriculum. Observations are recorded using the school's agreed systems and contribute to an ongoing picture of each child's development.

A key element of assessment in EYFS is the Characteristics of Effective Learning, which describe how children learn. Practitioners consider how children:

- Play and explore – investigating, experiencing and ‘having a go’
- Actively engage – concentrating, persisting and enjoying achievement
- Create and think critically – developing ideas, making links and choosing ways to do things

These characteristics help practitioners understand children’s learning behaviours and ensure that teaching supports the development of curiosity, resilience and independence.

In the Early Years Foundation Stage, much of the evidence used for assessment emerges naturally through high-quality provision. Continuous provision, both indoors and outdoors, provides rich opportunities for children to explore, investigate and apply their learning independently. As children engage in activities such as construction, role play, mark making, physical challenges and collaborative play, practitioners observe how they communicate, problem-solve, persist and develop ideas. Carefully designed environments, including opportunities for developing core strength, fine motor control, early writing, language development and mathematical thinking, enable staff to gather meaningful evidence of learning without interrupting play. Through skillful interaction and observation, practitioners identify children’s next steps and adapt provision to support continued development.

**Assessment in EYFS includes several key elements:**

**Baseline assessment** - Children are assessed on entry to Reception through the statutory Reception Baseline Assessment. Alongside this, staff gather additional information through discussions with parents, previous settings and early observations in the classroom. This helps practitioners understand children’s starting points and plan appropriate provision.

**Ongoing formative assessment** - Daily observations and interactions provide the most valuable assessment information. Staff use questioning, modelling and dialogue to assess understanding and extend learning in the moment.

**Recorded observations** - Significant learning moments are recorded using the school’s agreed platform. These observations capture progress across areas of learning and support professional discussion about children’s development.

**Phonics and early reading assessment** - Children’s progress in early reading is monitored regularly through RWI assessments. These assessments help ensure that teaching is matched closely to each child’s stage of phonics development.

**Termly assessment and moderation** - Staff review children’s progress termly against the Early Learning Goals and Development Matters guidance. These judgements are discussed within the EYFS team and through moderation processes to ensure consistency and accuracy.

**Working in partnership with parents and carers** - Parents and carers play an important role in supporting children’s development. Information about children’s learning is shared through consultation meetings and regular communication, allowing families to contribute their own observations and insights.

Through this approach, assessment in EYFS remains focused on understanding children’s development, informing responsive teaching and ensuring that every child is supported to make strong progress from their starting points.

## **10. Assessment of pupils with Special Educational Needs and Disabilities (SEND)**

Assessment for pupils with Special Educational Needs and Disabilities (SEND) is inclusive and responsive to individual needs.

Our approach follows the graduated approach of assess, plan, do, review outlined in the SEND Code of Practice.

For pupils with SEND, assessment may include:

- adapted assessment tasks
- observation of learning behaviours and engagement
- assessment against personalised targets
- collaboration with external professionals
- monitoring of progress in smaller developmental steps

Where pupils are working below age-related expectations, progress is measured from individual starting points rather than solely against national benchmarks.

Teachers work closely with the SENDCo to ensure that assessment informs appropriate support, intervention and adaptive teaching.

## **11. Pupil progress meetings**

Pupil progress meetings take place termly. These meetings allow staff and leaders to discuss the progress of individuals and groups of pupils.

The meetings focus on:

- analysing assessment data
- identifying pupils requiring additional support or challenge
- reviewing the impact of interventions
- sharing effective strategies to support learning

These discussions ensure accountability for pupil progress while also supporting professional collaboration.

## **12. Moderation**

Moderation ensures consistency and accuracy in teacher assessment.

Moderation takes place through:

- in-school moderation within year groups and phases
- trust or school partnership moderation
- local authority moderation where applicable
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These processes ensure that judgements about pupil attainment are reliable and aligned with national expectations.

### **13. Monitoring and evaluation**

Assessment systems are regularly monitored to ensure they are implemented consistently and effectively. Monitoring includes:

- lesson visits and book scrutiny
- data analysis
- subject leader reviews
- deep dives into curriculum areas

Assessment information contributes to the school's self-evaluation and improvement planning.

### **14. Communication with parents and carers**

Parents and carers are kept informed about their child's progress throughout the year.

This includes:

- termly parent consultation meetings
- termly learning passports
- annual written reports
- opportunities to discuss progress informally with teachers

These opportunities ensure that families are well informed about their child's learning and development.

### **15. Professional dialogue and continuous improvement**

Assessment at Wrekin View Primary School and Nursery is most powerful when it informs professional dialogue. Teachers, leaders and support staff regularly discuss pupils' learning, review evidence and reflect on the effectiveness of teaching approaches. These conversations help ensure that assessment information is used thoughtfully and that decisions about teaching, intervention and support are rooted in a shared understanding of pupils' needs.

Through this collaborative approach, assessment becomes a tool for continuous improvement. It enables staff to refine practice, respond to emerging needs and ensure that every pupil is supported to achieve their best.

### **16. Review and governance**

This policy is reviewed regularly and at least annually, or sooner in response to:

- statutory updates
- safeguarding reviews
- changes to practice or provision