

The Federation of Winklebury Infant and Junior Schools

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Believe, Strive, Achieve

Assessment Policy

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Assessment Policy

To be read in conjunction with the Teaching and Learning Policy and the Effective Feedback Policy.

Introduction

At the Federation of Winklebury Infant and Junior Schools, we believe that assessment is an integral part of high-quality teaching and learning. Effective assessment supports every child to make progress, celebrate success and develop confidence as learners. It enables staff to understand each child's strengths, identify next steps and provide the support and challenge needed for all pupils to thrive academically, socially and emotionally.

In line with our Thrive-informed and relational approach, we recognise that children learn best when they feel safe, valued and understood. Assessment is therefore used not simply to measure attainment, but to deepen our understanding of each child's learning journey and to inform responsive teaching that meets individual needs.

Assessment helps us to:

- recognise and celebrate achievement;
- inform teaching, learning and intervention;
- monitor progress and attainment over time;
- support children in understanding their own learning and next steps;
- communicate effectively with parents and carers.

To achieve this, we use a range of complementary assessment approaches:

Assessment for Learning (Formative Assessment)

Assessment for learning is an ongoing process that takes place within daily teaching. It involves effective questioning, observation, feedback, discussion and self-assessment to identify what pupils know, understand and can do. This enables teachers to adapt teaching in response to pupils' needs and helps children understand their learning goals and how to achieve them.

Assessment of Learning (Summative Assessment)

Assessment of learning provides information about pupils' attainment at specific points in time. Teachers use a range of evidence, including classroom work, observations and assessment tasks, to make judgements against Age-Related Expectations (ARE). Formal assessments and statutory assessments also contribute to our understanding of pupil attainment and progress.

Diagnostic Assessment

Diagnostic assessment is used when a more detailed understanding of a pupil's strengths and areas of need is required. This may involve specific assessment tools and observations to identify barriers to learning and inform targeted support and intervention. Where appropriate, the SENDCo works with staff, families and external agencies to ensure that assessment leads to effective provision for individual pupils.

Assessment at Winklebury Infant and Junior Schools is a continuous process that informs teaching, supports learning and enables every child to achieve their potential.

Aims

We believe that effective assessment should:

- support all pupils to achieve their full potential by identifying and building upon their strengths, knowledge and skills;
- promote high standards of attainment, progress and engagement in learning across the school;
- provide a clear understanding of each child's learning journey, enabling teachers to identify pupils who may require additional support, challenge or intervention;
- ensure that teaching and learning are responsive to the needs of all pupils, including those with SEND and other vulnerabilities;
- enable pupils to become active participants in their own learning through meaningful feedback, self-reflection and opportunities to understand their next steps;
- develop pupils' confidence, resilience and self-esteem by recognising achievement and fostering a growth mindset;
- inform planning and curriculum delivery so that learning experiences are appropriately challenging, engaging and inclusive;
- support teachers in adapting their teaching in response to ongoing assessment information and evidence of learning;

- provide accurate and timely information to parents and carers, enabling them to support their child's learning and development;
- facilitate effective communication between staff, pupils and families regarding progress and attainment;
- provide reliable information to evaluate the effectiveness of teaching, learning and curriculum provision;
- monitor the attainment and progress of individuals and groups to ensure equity, inclusion and positive outcomes for all pupils;
- provide information that enables leaders and governors to evaluate school performance over time and in relation to local and national expectations.

Formative Assessment

Formative assessment is an integral part of effective teaching and learning. We believe that children make the greatest progress when they understand the purpose of their learning, recognise what they are doing well and know the next steps needed to improve. Through effective formative assessment, pupils are supported to reflect on their learning, develop confidence and become increasingly independent learners.

In line with our Thrive-informed and relational approach, formative assessment is used to build a holistic understanding of each child. It enables teachers to recognise strengths, identify misconceptions and barriers to learning, and respond promptly to pupils' individual needs. Formative assessment is a continuous process that informs teaching, supports wellbeing and promotes positive outcomes for all learners.

Formative assessment enables teachers to understand pupil performance on an ongoing basis. It allows them to identify when pupils are struggling, when learning has been securely embedded and when pupils are ready to move forward. This ensures that appropriate support, challenge and intervention can be provided. Formative assessment also enables teachers to evaluate the effectiveness of their teaching and plan future learning accordingly.

Effective Assessment for Learning (AfL)

For Assessment for Learning (AfL) to be effective, teachers will:

- use a range of assessment strategies, including observation, questioning, discussion, pre-assessment activities and the evaluation of pupils' work, to gather a comprehensive picture of each child's knowledge, skills and understanding and identify any gaps or misconceptions;
- maintain an accurate understanding of what pupils know, understand and can do across all areas of the curriculum;
- use assessment information to identify appropriate next steps in learning and provide opportunities for pupils to practise, apply and consolidate these;
- ensure that children know what they are learning and why through the sharing of learning-focused WALTs (We Are Learning To);
- ensure that children understand what successful learning looks like through the use of WILFs (What I'm Looking For) and/or success criteria;
- provide regular opportunities for children to reflect on and discuss their learning, review their progress and identify what they need to do next;
- enable children to take part in meaningful peer and self-assessment activities, including reflection against the WALT, WILF and success criteria where appropriate;
- provide timely, constructive feedback that recognises achievement and identifies next steps for improvement;
- ensure that children are given opportunities to respond to feedback and act upon advice to further their learning;
- foster a positive classroom culture in which mistakes are viewed as opportunities for learning and growth;
- ensure that teaching assistants and other adults working within the classroom understand their role in the assessment process and communicate relevant information about pupils' learning, progress and wellbeing.

By embedding formative assessment within everyday classroom practice, we aim to ensure that all children feel valued, supported and empowered to take an active role in their learning and development.

Summative Assessment

Summative assessment provides an evaluation of pupil learning, attainment and progress over time. It enables teachers to make professional judgements about how well pupils have secured knowledge, skills and understanding and to evaluate the impact of teaching and curriculum provision. The information gathered through summative assessment is used to inform future planning, identify pupils who may require additional support or challenge and ensure that all children make the best possible progress.

Whilst summative assessment provides important information about attainment and progress, it is considered alongside wider knowledge of the child, including their wellbeing, engagement and personal development.

Summative assessment data is collected at three key points throughout the academic year (November, February and June). At each assessment point:

Early Years Foundation Stage (EYFS)

- Teachers assess children using the age and stage bands within the 17 areas of learning.
- Assessment information is recorded on Insight, enabling analysis of attainment and progress for individuals, groups and cohorts.

Key Stage 1 and Key Stage 2

- Teachers make professional judgements in reading, writing and mathematics using the HAMs (Hampshire Assessment Model) materials.
- Assessments are recorded on Insight to enable tracking and analysis of attainment and progress for cohorts and pupil groups.

Based on these assessments, pupils are categorised according to their predicted end-of-year outcomes:

- WT (Working Towards ARE) – pupils working below ARE, typically due to identified cognition and learning needs.
- CT (Working Close to ARE) – pupils who are making progress towards ARE but are not currently secure across all domains of learning.
- AT (Working At ARE) – pupils who are secure across all domains of learning and are on track to achieve ARE expectations by the end of the academic year.
- GD (Working at Greater Depth within ARE) – pupils demonstrating a deeper and more sophisticated understanding across all domains of learning.

Please note that CT is used as a tracking category throughout the year but is not used as an target category.

Insight is used to:

- generate Venn diagrams for reading, writing and mathematics, enabling leaders to identify pupils on track to achieve age-related expectations (AT) and greater depth (GD) across all three subjects;
- generate transition matrices to identify pupils and groups who may be at risk of underachievement;
- analyse attainment and progress trends for individuals, groups and cohorts over time.

The percentage of pupils within each year group who are working towards (WT), close to (CT), at (AT) or at greater depth (GD) is tracked in reading, writing, mathematics and combined outcomes. Trends are compared with previous cohorts and school targets to support school improvement planning and evaluation.

All assessment information is analysed and discussed during pupil progress meetings to ensure that assessment information has a positive impact on teaching, learning and pupil outcomes.

Summative judgements are informed by a wide range of evidence, including:

- ongoing formative assessment;
- classroom observations;
- scrutiny of pupils' work;
- discussions with pupils;
- end-of-unit assessments;
- practice SATs papers where appropriate;
- NFER assessments in reading and mathematics;
- teacher professional judgement.

Moderation

To ensure consistency, accuracy and reliability, summative assessments are regularly moderated:

- within year groups;
- across the school through staff meetings and moderation activities;
- through collaboration with local schools and moderation networks;
- through attendance at local authority moderation events and professional networks;
- through English, mathematics and assessment networks.

Sharing Assessment Information

Summative assessment information is shared appropriately with:

- Pupils - in an age-appropriate manner to help them understand their progress, celebrate achievements and identify future learning goals.
- Parents and Carers - through parent consultation meetings and annual written reports, providing information about attainment, progress and wider achievements.
- Staff - through pupil progress meetings and professional discussions to inform teaching, intervention and curriculum planning.
- School Leaders and Governors - to monitor the attainment and progress of individuals, groups and cohorts, evaluate the effectiveness of provision and support strategic decision-making.

Summative assessment enables leaders and governors to evaluate the effectiveness of teaching and learning, identify strengths and areas for development, and ensure that all pupils receive the support and challenge needed to achieve their full potential.

Children Working Significantly Below ARE

Please refer to the school's SEND and Inclusion Policy for further information regarding the assessment and support of pupils with additional needs.

Where children are working significantly below ARE, attainment and progress are monitored through the school's SEND Tracker. This identifies the year group objectives and learning outcomes that pupils are currently working within, enabling staff to accurately assess progress over time and plan appropriate next steps.

Assessment information is used to:

- identify and celebrate progress, however small;
- inform personalised teaching, support and intervention;
- ensure learning is appropriately matched to individual needs;
- support discussions with pupils, parents and carers, and external agencies where appropriate;
- monitor the effectiveness of provision and intervention strategies.

In line with our relational and Thrive-informed approach, assessment is used to recognise each child's strengths, understand barriers to learning and wellbeing, and ensure that every pupil receives the support and challenge needed to achieve their individual potential.

Target Setting

Target setting is an important part of our assessment cycle and helps ensure that all pupils are appropriately supported and challenged to achieve their potential. Targets are informed by a range of assessment information and are used to guide teaching, intervention and curriculum planning. They provide a framework for monitoring progress while recognising that children learn and develop at different rates.

Early Years Foundation Stage (EYFS)

By the end of September, individual, class and cohort targets are established for Reading, Writing, Number and Numerical Patterns. These targets identify whether children are expected to achieve the Early Learning Goals (ELGs) by the end of the academic year. In addition, individual, class and cohort targets are set for achieving a Good Level of Development (GLD) at the end of the EYFS.

Key Stage 1 and Key Stage 2

By the end of September, individual, class and cohort targets are established in Reading, Writing, Mathematics and Combined Reading, Writing and Mathematics.

Targets identify whether pupils are expected to be:

- WT (Working Towards ARE) – pupils working significantly below ARE, typically due to identified cognition and learning needs and supported through the SEND register and graduated approach where appropriate.
- AT (Working At ARE) – pupils who are secure across all domains of learning and are expected to ARE by the end of the academic year.
- GD (Working at Greater Depth within ARE) – pupils who demonstrate a deeper level of understanding and application across all domains of learning.

Targets are informed by a range of evidence, including:

- prior attainment and progress;

- individual pupil needs and circumstances;
- cohort context and historic school performance;
- teacher professional judgement;
- FFT estimates, including FFT50, with FFT20 and FFT5 used as comparative indicators.

Proposed targets are reviewed and approved by Governors.

Progress towards targets is monitored at each assessment point through Insight and the Target Tracker. Outcomes are analysed by teachers and leaders and reported to Governors to support effective monitoring, challenge and strategic decision-making. Assessment information is used to identify strengths, celebrate success and ensure that any additional support or challenge required is put in place promptly.

Nationally Standardised Summative Assessments

Nationally standardised assessments provide an important measure of pupils' attainment against national expectations. They enable pupils, parents and carers to understand progress and attainment in relation to national standards, while also supporting teachers and leaders in evaluating the effectiveness of teaching, learning and curriculum provision.

The outcomes of statutory assessments are used alongside the school's own assessment information to identify strengths, inform school improvement priorities and ensure that all pupils are appropriately supported and challenged to achieve their potential.

In line with statutory requirements:

- At the end of the Early Years Foundation Stage (EYFS), teachers complete the EYFS Profile and make a judgement against each of the 17 areas of learning, identifying whether children have achieved the Early Learning Goals (ELGs).
- At the end of Year 1, pupils participate in the National Phonics Screening Check. Pupils who do not meet the expected standard will retake the check at the end of Year 2.
- At the end of Year 4, pupils participate in the Multiplication Tables Check (MTC), which assesses their fluency and recall of multiplication facts.
- At the end of Key Stage 2, pupils undertake the National Curriculum tests (SATs) in:
 - English Reading;
 - English Grammar, Punctuation and Spelling (GPS);
 - Mathematics.
- Where selected as part of the national sampling programme, pupils may also participate in statutory science sampling tests.
- At the end of Key Stage 2, teachers make statutory teacher assessment judgements in Writing and Science in accordance with the current Teacher Assessment Frameworks.

The outcomes of statutory assessments are analysed by teachers, leaders and governors to monitor attainment and progress, evaluate trends over time and support continuous school improvement. Assessment information is used alongside a wide range of evidence to ensure that every pupil receives the support and opportunities needed to thrive both academically and personally.

Reporting to Parents and Carers

We recognise that parents and carers play a vital role in supporting their child's learning and development. We are committed to maintaining open, honest and constructive communication with families and believe that effective partnerships between home and school contribute significantly to positive outcomes for children.

We use a range of strategies to keep parents and carers informed about their child's progress, attainment, wellbeing and wider achievements. Parents and carers are encouraged to contact the school whenever they have questions or concerns about any aspect of their child's learning or development.

Parent Consultation Meetings

During the autumn and spring terms, parents and carers are invited to attend formal consultation meetings with their child's class teacher. These meetings provide an opportunity to discuss:

- the child's attainment and progress;
- strengths and achievements across the curriculum;
- personal, social and emotional development;
- attitudes to learning and wellbeing;

- next steps for learning;
- any additional support, intervention or provision that may be in place.

Where appropriate, teachers will also discuss a child's Personal Learning Plan (PLP), Individual Behaviour Plan (IBP) or other personalised support plans.

Annual Written Report

During the summer term, all parents and carers receive a written report outlining their child's achievements, attainment and progress throughout the academic year. The report includes:

- attainment and progress across the curriculum;
- comments on the child's personal and social development;
- strengths and achievements;
- targets and next steps for learning in the forthcoming academic year;
- information about attendance, where appropriate.

Statutory Assessment Outcomes

The school records and reports statutory assessment outcomes in accordance with current Department for Education (DfE) and Local Authority requirements. Parents and carers are informed of the outcomes of statutory assessments, including:

- Early Years Foundation Stage Profile outcomes at the end of EYFS;
- Phonics Screening Check results in Year 1 (and Year 2 where applicable);
- Multiplication Tables Check results in Year 4;
- Key Stage 2 statutory assessment outcomes and teacher assessment judgements.

We aim to ensure that information shared with parents and carers is clear, meaningful and supportive, enabling families to celebrate achievements and work in partnership with the school to support their child's continued learning and development.

Appendix 1: Assessment Cycle

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Year R		Baseline Thrive Profiles	Baseline Set targets Phonics	Parents' Eve Welcomm	Welcomm Moderation DCP 1	Welcomm Phonics		Thrive Profiles	Phonics		Moderation DCP2	Parents' Eve Phonics		Thrive Profiles	Phonics	EYFS Profile	Moderation DCP3	Reports Phonics
Year 1		Thrive Profiles	Set targets Phonics Foundation	Parents' Eve	Moderation DCP 1	Phonics Foundation		Mock phonics Thrive Profiles	Phonics Foundation		Moderation DCP2	Parents' Eve Phonics Foundation	Mock phonics	Thrive Profiles	Phonics Foundation	Phonics check	Moderation DCP3	Reports Phonics Foundation
Year 2		Thrive Profiles	Set targets Phonics Foundation	Parents' Eve	Moderation DCP 1	Phonics Foundation		Mock phonics Thrive Profiles	Reading fluency Phonics Foundation		Moderation DCP2	Parents' Eve Phonics Foundation	Mock phonics	Thrive Profiles	Phonics Foundation	Phonics re-takes	Moderation DCP3 Reading fluency	Reports Phonics Foundation
Year 3		Thrive Profiles	Set targets Phonics Foundation	Parents' Eve NFER reading NFER arith.	Moderation DCP 1	Phonics Foundation		Thrive Profiles	Reading fluency Phonics Foundation	NFER reading NFER arith.	Moderation DCP2	Parents' Eve Phonics Foundation		Thrive Profiles	Phonics Foundation	NFER reading NFER maths	Moderation DCP3 Reading fluency	Reports Phonics Foundation
Year 4		Thrive Profiles	Set targets Phonics Foundation	Parents' Eve NFER reading NFER arith.	Moderation DCP 1	Phonics Foundation	X practise	X practise Thrive Profiles	X practise Reading fluency Phonics Foundation	X practise NFER reading NFER arith.	X practise Moderation DCP2	Parents' Eve X practise Phonics Foundation	X practise	X practise Thrive Profiles	X practise Phonics Foundation	X checks NFER reading NFER maths	Moderation DCP3 Reading fluency	Reports Phonics Foundation
Year 5		Thrive Profiles	Set targets Phonics Foundation	Parents' Eve NFER reading NFER arith.	Moderation DCP 1	Phonics Foundation		Thrive Profiles	Reading fluency Phonics Foundation	NFER reading NFER arith.	Moderation DCP2	Parents' Eve Phonics Foundation		Thrive Profiles	Phonics Foundation	NFER reading NFER maths	Moderation DCP3 Reading fluency	Reports Phonics Foundation
Year 6		Thrive Profiles	Set targets Phonics Foundation	Parents' Eve Mock SATS	Moderation DCP 1	Phonics Foundation	Mock SATS	Thrive Profiles	Reading fluency Phonics Foundation	Mock SATS	Moderation DCP2	Parents' Eve Phonics Foundation		SATS Thrive Profiles	Phonics Foundation	Moderation Writing and science assessments	DCP3 Reading fluency	Reports Phonics Foundation

National standardised assessments
 Internal school assessments
 English assessments
 Maths assessments
 Other subject assessments
 Parental involvement