



Western House Academy

Assessment Policy

2025 / 2026

Approval

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Western House Academy Assessment Policy

The academy follows the National Curriculum for progression of learning in all subjects. Our rationale for assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: “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 for Learning: Assessment Reform Group 2002

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school’s strategic planning and Academy Development Plan
- To gather information to inform teachers’ planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school’s standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child’s achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Western House Academy we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Provides parents with their children’s progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The Vice Principals and Year Team Leaders work closely with the Principal to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors and CEO termly to highlight pupil progress after a bout of assessments.

Key Features of Assessment at Western House Academy

Day to day Assessment for Learning (AfL) focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school. Data analysis is a constant process for teachers and leaders but there are points in the year where summative data is collected in a more formal method. This is carried out to track performance from starting points whether that is from an academic stage (EYFS, KS1) or from the start of an academic stage.

Periodic: Rising Stars Assessment (reading), WRM (maths) and GAPS (grammar and spelling)

Summative data is collected termly in KS1 & 2 using formal assessments. These assessments are as follows:

- Progress in Understanding Reading Assessment (RSA)
- Progress in Understanding Maths Assessment (WRM)
- Grammar, Punctuation and Spelling (SPAG - RSA)

In Year 2 and 6 children complete past SATs papers instead of PUMA, WRM and GAPS:

- Grammar, Punctuation and Spelling
- Reading
- Arithmetic and Maths Reasoning

Writing Assessments are made using the appropriate year group's Federation writing framework. These are moderated at Federation moderation to ensure accuracy and consistency.

Children's attainment is graded using the following:

- BLW – child is working below the expected standard
- WTS – child is working towards the expected standard
- EXS – child is working at the expected standard
- GDS – child is working above the expected standard and at 'greater depth'.

Assessing Humanities and non-core subjects:

At the start of a humanities unit the children will complete a 'knowledge harvest' activity in the form of a mind map where they will share what they already know about the topic and their understanding of the key vocabulary. This will be a baseline for teachers to assess where the children are in their understanding at the start of the unit and help inform future planning for the unit. At the end of the unit, the children will complete a 'Knowledge Catcher' on Kapow, alongside a skills catcher quiz. Progress in knowledge and understanding can be measured against the activity completed at the beginning of the unit and the National Curriculum objectives covered throughout. Assessment is then recorded onto Insight under each objective covered in each unit.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 Phonics Screening check
- Multiplication tables check
- Termly interim reports and end of year reports

Management Information Systems

At Western House Academy we use Insight to record and track pupil progress from Reception to Year 6, and is ongoing throughout the year. Pupil progress is monitored each term via Pupil Progress Meetings. At the end of each term the Senior Leadership Team analyses individual, group and cohort pupil progress data for all year groups.

Target Setting

Early Years use observations and interactions to identify next steps and inform planning. Classroom Monitor and FFT are used to support teacher judgements to generate targets for end of year results in relation to KS2 SATs results. These targets are used to track progress.

Pupil Progress Meetings

Pupil Progress Meetings (PPMs) are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability and flags areas of concern. At the beginning of the year, PPMs are used to set 'Milestone Targets' and identify 'focus children' for each class. Pupil Progress Meetings take place at the end of the Autumn and Spring terms to review against end of year targets. Teachers complete grids prior to the meeting highlighting interventions and areas of concern.

Tracking

All pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups include:

- Pupil Premium pupils
- SEND pupils
- Ethnic groupings
- EAL pupils (this is reviewed termly/ annually)

Reports to parents

Interim reports are shared with parents; attitudes to learning and behaviour are also discussed. A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results for Year 6, Y1 phonics or Y2 retake results and, for years 1, 2, 3, 4 and 5, the stage result they have achieved in Reading, Writing and Mathematics. It also offers advice for improvement/continued progress. When reporting to parents, the aim is to be factual, specific and refer to past learning. The reports aim to be positive about achievement and point the way to any future learning objective. They reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Parents Evenings

Parent Evenings take place twice during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation whenever necessary. During Parents' Evenings, parents are encouraged to view their children's work. Information available to parents at Parents' Evenings will include teacher assessments, test results, comments on classwork, homework, attendance records and Individual education plans, where appropriate. Advice for improvement/continued progress will be given as appropriate.

Assessment Procedures and Calendar

Nursery

- Nursery Baseline assessment using EYFS Assessment Grid (within the first 4 weeks)
- Termly Pupil Progress Meetings
- Interim termly reports sent out to parents
- Termly Individual record of progression covering all the Early Learning Goals recorded via Insight
- Focused observations
- Half termly in-house moderation and federation moderation
- Termly Parent Consultation Meetings
- Written report to parents at the end of Nursery stage

Reception

- Reception Baseline Assessment (DfE)
- In-house Baseline Assessment using EYFS Assessment Grid (within the first 4 weeks)
- Half termly phonics assessments including Reading of high frequency words
- Termly Pupil Progress Meetings
- Interim termly reports sent out to parents
- Termly Individual record of progression covering all the Early Learning Goals recorded via Insight
- Focused observations
- Termly Parent Consultation Meetings
- End of year phonics assessment and phonics booklets passed onto KS1
- Reception teachers use the Western House Academy Marking Policy which is fully understood by all staff - see separate policy. In Reception, Literacy and Maths books are marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement.
- Half termly in-house moderation and federation moderation
- End of year report to parents of children in Reception
- Teachers will complete the Early Years Profile at the end of the Reception year.

For children with different expectations and needs, notably those with SEND, may need alternative methods of assessment, which will be discussed between the SENCo and class teacher.

Key Stage 1

- Reading and spelling of high frequency words for all children in Year 1 and SEND pupils in Year 2 and above
- Writing assessments at the end of a Writing Unit – usually 2 assessments per half term.
- Reading records which are kept in the children's reading diaries
- End of year phonics check for children at the end of Year 1 and retakes at the end of Year 2
- Interim termly reports sent out to parents
- Annual end-of-year report to parents
- Record of discussions at termly meetings with parents

- Records kept in relation to “targeted” EAL children
- Moderation of writing takes place within the Key Stage termly as well as across the Federation and Borough at other key times within certain year groups
- For children with different expectations and needs, notably those with SEND, may need alternative methods of assessment, which will be discussed with the SENCo and class teacher

Key Stage 2

- Termly pupil Progress Meetings
- Termly PUMA, PIRA and GAPS tests
- Writing assessed throughout a unit of writing and the last assessment piece of the unit
- End of unit assessment in Science
- Mock SATs Assessments in September, November and February for Year 6 as well as full practise mock in April
- Year 6 End of Key Stage assessments
- Interim termly reports sent out to parents
- Annual end-of-year report to parents
- Record of discussions at meetings with parents
- For children with different expectations and needs, notably those with SEND, may need alternative methods of assessment, which will be discussed with the SENCo and class teacher
- Records kept in relation to “targeted” EAL children
- Moderation of writing takes place across the federation termly
- Moderation and training given by the local authority and attended by Year 6 teachers

Marking

Teachers in the School use Western House Academy Marking Policy which is fully understood by all staff - see separate policy. Classwork is marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

For all other subjects a written developmental comment based on the learning objective will be made as appropriate in a unit of work. Informal assessment is on-going during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Scrutiny of Work

Monitoring of children’s work is carried out by SLT, Year Leaders and subject leaders who have allocated time to undertake work scrutiny. The results of these are shared with the SLT and fed into the Academy Development Plan (ADP).

End of Year Transfer

For pupils leaving the School up to date records are forwarded to the new school. Within Western House Academy, data sheets are produced and shared with all year teams for their new classes to show achievements in Reading, Writing and Maths. Year team meetings are also arranged to share details of the individual children with their new class teachers. Pupil profiles are handed up from year group to year group which includes all up to date information and reports. SEND children with complex needs have their own individual learning files which follow them across their school career to ensure continuity.