

# Woodside Academy



## Assessment Policy

***“We want the very best teaching and learning experiences for our children”  
from School Vision Statement  
“Excellence Through Opportunity”***

### Introduction

This policy outlines our assessment procedures and expectations in pupils' education. It describes our agreed approach to the planning and assessment of the curriculum.

### Aims

The aims and objectives of assessment in our school are:

- To enable children to demonstrate what they know, understand and can do in their work
- To help our children understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each child
- To provide regular information for parents that enables them to support their child's learning
- To provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

### Assessment Intentions and Rationale

At Woodside Academy, accurate assessment is key to the delivery and direction of the curriculum across all phases of the school. It is our intention to ensure that by the end of each academic year 80% of pupils within each year group are to be assessed and working at the expected standard level for their age and/or above (AE/AAE) in any subject area. We strive as an academy to bring all of our assessments and judgements in line with national expectations, if not above across the main core subjects, as well as to filter this through the wider Foundation curriculum subjects. In order to keep an eye on assessments and monitor where any interventions may be needed, close analysis of data for Reading, Writing and Maths take place each half term with termly data drops and analysis across the wider curriculum subjects at the end of each term.

A key intention lastly lies within the continuous provision for on-going assessments through daily formative assessment (both oral and written) within lessons throughout

the day. Summative assessments are also used through planned assessments (end of term assessments and preparations for SATS and other government assessments) as well as self and peer assessments carried out and built in to daily lessons.

## **Implementation**

### Assessment in School

At Woodside Academy, we use the Juniper Sonar program to input, monitor, and track pupil data and progress across all year groups. This system provides a consistent and structured approach to assessment, enabling staff to record attainment accurately and identify both strengths and areas for development. Progress is tracked throughout the academic year, with particular emphasis on evaluating pupils' attainment at the end of each year. This information supports informed planning, targeted interventions, and helps ensure all children are making expected or better-than-expected progress in their learning journey.

Formative assessment is the on-going assessment carried out by the teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment

Summative assessment occurs at pre-defined periods of the academic year such as SATs tests, progress tests or end of unit tests. Summative tests help teachers to benchmark pupils and also to make mid-year and end of year assessments. They are also of use in determining a pupil's attainment against a year group's program of study objectives.

### Early Years Foundation Stage

The Early Years teaching staff record their initial assessments of the children in form of a baseline, observational assessment. Through observations of the children, we record where children are in relation to key objectives, particularly when we see 'wow' moments. We analyse and review what we see or know about each child's development and learning and then we will make informed decisions about the child's progress, this enables us to plan appropriate next steps.

Each child has their own Learning Journey on Tapestry which documents their learning, this includes:

- Observations
- Photos
- Examples of their work

We assess each child in each area against the Early Learning Goals (ELG's). As well as the baseline data, we also gather data at three points in the academic year. Profiles

are moderated within school with colleagues and with other schools within our collaboration of schools.

### Year One Phonics Screening Check

All children in Year 1 will participate in a phonics screening check, this assessment will be administered by the Year 1 teachers. The phonics screening check is an assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child and the results are included within the Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics support and can re-take the phonics screening check in Year 2.

The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of the Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken.

### SATs

Children in Year 6 sit SATs (Standard Assessment Tests) during May each year, these tests cover the content taught by the KS2 National Curriculum.

At the end of Key Stage 2, (Year 6) pupils sit tests in Reading, Maths and GPS. Teachers are also required to submit their own teacher assessment for writing. Children are expected to reach the national standard in Year 6. This is a particular score that reflects where the Department for Education thinks children should be by that stage of their education.

The national standard scaled score for KS2 SATs is 100. Towards the end of the summer term, Year 6 parents are given a report stating their child's raw score (the actual number of marks they got in their SATs), their scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements.

### **Planning**

Planning and assessment go hand in hand. We assess where the children are so that we can plan for and teach the next steps in learning in order to move them on.

**Assessment Timetable**

<b>Year</b>	<b>Statutory Testing</b>	<b>Internal Assessment</b>
N		Baseline Assessment  Ongoing Early Learning Goals assessments
R	Reception Baseline Assessment (RBA)  Early Years Foundation Stage Profile	Baseline Assessments  Ongoing Early Learning Goals assessments
1	National Phonics Screening Test	Ongoing teacher assessment with half-termly data input for Reading, Writing, Maths and Science.  Termly data input for all foundation subjects decided by teacher assessment.
2	None	Ongoing teacher assessment with half-termly data input for Reading, Writing, Maths and Science.  Half-termly written assessment (teacher assessment).  Termly data input for all Foundation subjects decided by teacher assessment.
3	None	Ongoing teacher assessment with half-termly data input for Reading, Writing, Maths and Science  Half termly written assessment.  Termly TestBase (Reading) and White Rose Maths assessments. Yearly GPS (Grammar Punctuation and Spelling assessment).  Termly data input for all Foundation subjects decided by teacher assessment.
4	National Year 4 Times Table Check	Ongoing teacher assessment with half-termly data input for Reading, Writing, Maths and Science

		<p>Half termly written assessment.</p> <p>Termly TestBase (Reading) and White Rose Maths assessments. Yearly GPS (Grammar Punctuation and Spelling assessment).</p> <p>Termly data input for all Foundation subjects decided by teacher assessment.</p>
5	None	<p>Ongoing teacher assessment with half-termly data input for Reading, Writing, Maths and Science.</p> <p>Half termly written assessment.</p> <p>Termly TestBase (Reading), GPS (Grammar Punctuation and Spelling) and White Rose Maths assessments.</p> <p>Termly data input for all Foundation subjects decided by teacher assessment.</p>
6	<p>End of year Standard Assessments (SATs) in Reading, Writing, Grammar, Spelling and Punctuation and Maths.</p> <p>Teacher assessment in Writing.</p>	<p>Ongoing teacher assessment with half-termly data input for Reading, Writing, Maths and Science</p> <p>Half termly written assessment.</p> <p>Termly practice SATs and assessments in Reading, GPS and Maths.</p> <p>Termly data input for all Foundation subjects decided by teacher assessment.</p>

## Recording Our Assessments

We use Sonar Juniper to make formative assessments of our pupils against the coverage of objectives for each half term in Years 1-6 (for Maths, Writing, Reading and Science). In addition to this, at the end of each term, three times a year we also assess our pupils against objectives for the wider Foundation curriculum.

Levelling codes that we use and input into our Sonar program for pupils in Years 1-6 are as follows:

- SB – Working ‘Significantly Below’ the expected standard for the year group
- WT – Working ‘Towards’ the expected standard for the year group
- AE – Working ‘At Age Expectations’ for the year group

- AAE – Working ‘Above Age Expectations’ for the year group

Each pupil is expected to be working ‘At Age Expectations’ for their year group throughout the school year, maintaining this level in order to show progression, if not moving to working ‘Above Age Expectations’ for their cohort.

## **Impact**

### Monitoring Pupil Progress

Pupil Progress Meetings (PPM) are held three times throughout the year, once in each term (Autumn, Spring and Summer). These meetings are held in year group teams as well as individual teachers and are led by our assessment leads (Vice Principals). During these meetings, the progress of all of the children is discussed by referring to teacher knowledge and by looking at data that has been collected over the term. We then plan for how teachers will narrow the gaps and support all groups and abilities of pupils. Governors are updated on Reading, Writing and Mathematics results termly.

### Reporting to Parents

We offer parents the opportunity to meet their child’s teacher three times a year. At the first meeting of the school year, we discuss the child’s progress to date and explain the targets that have been set for their child and what can be done to help the child achieve them. At the second meeting of the year (which we hold towards the end of Spring term), we evaluate their child’s progress as measures against the targets. At the end of the year, parents are given the opportunity to meet with their child’s teacher during an informal exhibition evening to review their written report and the targets identified in it for the next school year.

During the Summer term, we give all parents a written report of their child’s progress and achievements during the year. In this report, we also identify target areas for the next school year. We write general comments on the pupil, plus individual comments for the core subjects of the National Curriculum and also provide a summary on their attainment and progress in the Foundation subjects.

## **Subject Leaders**

All subject leaders keep examples of children’s work within their subject area. All of our teachers discuss the work done by children in their year group so that they have a common understanding of the expectations in each subject as well as meet with subject leads. Once the termly assessments are completed for their subject, it is the subject leader’s responsibility to analyse the data for their subject and act upon any areas that may need support across the school. This analysis is fed back to the assessment leads and any points of concern are looked into and worked upon with the SLT.

Approved by Principal Jen Ryder and Vice Principals Aimee Joiner/Carl Radford  
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