

WESTFIELD PRIMARY SCHOOL

Assessment and Feedback Policy

July 2026

Review date: July 2027

This Policy was written by Andrea Banks.
It is updated regularly during the academic year.



'Love of Life, Love of Learning'

Our Vision:

We want all Westfield children to foster a "love of learning and a love of life" through really embedding a sense of belonging so they are ready to learn. Explicitly talking and living our values.

The principles and aims of assessment

Assessment is essential to, and an integral part of effective teaching and learning at Westfield Primary, as it embodies the core pedagogical approach of on-going, formative feedback e.g. by using regular mini-plenaries to check pupils' understanding and adapt instruction in real-time, teachers ensure that every child is supported and challenged at the right level. In addition, assessment is to provide information for a range of audiences to prompt appropriate action.

Assessment at Westfield Primary needs to be:

1. Positive
2. Manageable
3. Useful and used
4. Consistent

Assessment in the school will be used to gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting and tracking across a range of attainment outcomes. It will also be used to gather information to inform teachers of what needs to be taught next and provide information to inform the schools strategic planning.

Effective assessment is:

- **Meaningful:** It provides clear insight into each pupil's learning journey e.g. using regular pupil conferencing in Maths to discuss problem-solving strategies with individual children, helping both teacher and pupil identify strengths and next steps for progress.
- **Provides useful information for transitions:** It supports smooth transitions between classes and Key Stages by sharing detailed assessment summaries and formative assessment using Arbor.
- **Analytical of performance of different groups:** It enables analysis of performance across year groups, classes, cohorts and individuals (e.g. FSM, EAL, SEND), prompting focused intervention.

Assessment – who is it for?

Assessment is for the Child. All assessment should be used to know where a child is, so that work can be set at the appropriate level with high expectations. Children should know the knowledge and skills they have and what their next steps are.

Pupils' involvement in self-assessment:

- Self / Peer appraisal of work
- Self-feedback of work
- Summary / evaluation of topic work at the end of the unit
- Thumbs up / thumbs down / Faces (see Feedback Policy for more detail)
- Talk for learning strategies
- Discussions with individuals

Assessment is for the Parents/Carers to give support / knowledge of where their child is, where they go next and how they can help.

Parents'/carers' involvement:

- Meetings with parents/carers
- Provision Map meetings
- Book looks
- Parent / teacher meetings (Formal)
- End of year reports
- SATs and Phonics talks

Reporting to parents/carers

- 2 parents' evenings (October and February)
- End of year report in July
- Short reports give out the week of parents' evening (Years 1-6)
- Short reports for Reception at the end of Autumn and Spring terms

What the reports will contain

- The annual reports must include achievements, general progress and attendance
- ELG attainment in the Summer Term will be included for children in Reception
- Phonics certificates will be included in Year 1 reports and some Year 2 reports
- Multiplication Check results will be included in annual reports for Year 4
- Year 6 reports will include a SATs certificate and a comparison table to show school results and National results (these may be sent home after the reports depending on Government timetables).
- Short reports should include – teacher assessments; targets; learning behaviours; Intervention support (if applicable).

Assessment is for the Teacher to ensure work is set at the appropriate pitch to challenge children and ensure targets are met. They should be able to quickly access the current data sheet and pupil progress form to identify need and plan appropriate provision.

Teachers will know:

- Where the pupils starting from considering termly data
- Whether the class has learnt the knowledge and skills planned for (reflecting and adapting planning as required)
- If all the pupils are making at least expected progress and who needs to make accelerated progress
- Which pupils need more help and in which areas and plan in-class conferencing and/or intervention work to support this, ensuring parents are informed
- Which pupils need extension/excel work ensuring this is reflected on planning
- That subject leader support is available and any amendments to skills and knowledge on the Overview documents has to be agreed with the subject leader.

Key Questions that the Head teacher, the Leadership Team, the Inclusion Leader, curriculum teams and teachers should know answers to:

- Are the pupils making at least expected progress?
- What provision and support is in place to support those that need to catch up?
- Is the pupil's progress in-line with the school's targets/National expectations?
- Are there any major problems / barriers to their learning?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

Governance, Management and Evaluation

Monitoring and evaluation

The **Assessment Leader and Senior Leaders (HT/DHT/AHTs)** will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers (including **Pupil Progress Meetings**), pupils and parents/carers; regular QA and observations. Outcomes of whole school data analysis are shared with **Governors** through termly meetings and reports.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the SDP. The School Development Plan is a 'live' document to allow for continuous improvement and to provide flexibility throughout the academic year.

Data Sheets

Class data will be analysed regularly by Assessment Lead and shared with SLT/ Governors as appropriate.

This data, alongside test results will be put into the termly class data sheet to monitor the outcomes of tests and teacher assessments and progress discussed in Pupil Progress meetings. It is the responsibility of the class teacher to consider the necessary provision and implement clear adaptations within their planning and classroom.

Staff Development

The Assessment Leader and Senior Team will ensure that class teachers receive appropriate CPD linked to relevant assessment updates. The Assessment Leader will stay up-to-date with key assessment changes and initiatives to enable them to action statutory duties and share changes with the Leadership team and relevant staff.

Moderation

2026-2027 dates for EEEA moderation

9th December 2026 with Maybury (Zoom), EYFS in person

10th June 2026 with Maybury, Westfield hosting (Zoom), EYFS in person

Reporting Children's Attainment and Progress

Attainment

Children are working on targets at least a year below their chronological age	Children are working within the terms below KM	Children are just below age-related expectations - Key marginal	Children are working at the age-related expectation	Children are working above the age-related expectation
BLW	WTS	KM	EXS	GDS

An example for a Year 3 child for WTS:

End of Autumn - A child will be WTS (Working towards) if they are working on targets from Y2 Spring and Summer terms and beginning to look at Y3 targets.

End of Spring - A child will be WTS if they are working on targets from Y2 Summer and Y3 Autumn.

End of Summer - A child will be WTS if they are working on targets from Y3 Autumn and Spring Terms.

Progress

Children working at BLW, WTS or KM will be targeted to move to the next band up. This will be discussed in pupil progress meetings and monitored through QA by SLT.

Reporting and analysis of data – Use of Arbor

The 'Overview Dashboard' can be used to find data on the whole school, year groups and individual classes. Reports are set up linked to Combined attainment and individual subjects for both teacher assessments and test results (Reading, Writing, Maths and GPS). Summative data for teacher assessments are included for Science and Computing.

In order to analyse data further linked to specific cohorts (e.g. FSM, SEND, EAL) click on the box and more in-depth reporting is available. Clicking on a particular bar chart, allows subject leaders, SLT and class teachers to identify the specific children in order to deliver appropriate interventions across the school. In Year Trend will show how the data has changed over the terms within an academic year. Detailed instructions on how to access different data form the appendices.

Formative, Day to Day Assessment

Assessment should be used in every lesson. This can happen in a variety of different ways to suit the needs of the pupils and the purpose of the assessment e.g.

- **Questioning** -Assess what is known through targeted questioning. Use open questions for those who offer ideas and to selected pupils to assess understanding.
- **Self-assessment and peer assessment** -Faces / Thumbs up / self-assessment by the child(ren). Teacher should provide reflection time throughout lessons. RAG rated trays enable pupils to demonstrate their assessment of their success against the learning objective. The children will receive regular explicit instruction on using these trays to aid self-assessment and prioritise teacher feedback.
- **Observations** - By the teacher & LSA. Notes may be recorded using post it notes / notes on planning (evaluation and next steps section if appropriate).
- **Feedback** - During the lesson with the child (best) and after the lesson (See feedback policy section below).

General Points

- Reading attainment is to be in reading folders
- Arbor formative assessments should be regularly updated and linked to planning in order to promote rapid progress.
- Weekly PPA sessions should start with reflective discussions on children's progress and any further adaptations needed.
- Weekly PPA sessions should include updating Arbor formative statements for Literacy and Maths.

- Weekly PPA sessions should include comparing 3 Literacy books plus another subject on a rolling basis
- Science and Computing formative assessment on Arbor should be regularly updated throughout the term with PE being completed on the Get Set 4 PE website.
- All other subjects should be assessed termly through the use of an excel grid.
- All children should be exposed to targets from their year group.
- Some children will need to work on previous targets to address 'gaps in learning'.
- Children with SEND profile may have bespoke targets that link to their provision maps.

What you tick	What it means on Arbor
Emerging	The child is beginning to understand the statement and has been exposed to the learning in class.
Developing	Generally, the child understands the statement but could be inconsistent. They need a bit more practise.
Secure	The statement understood and the child can generally complete questions independently.

Planning for Assessment

Planning formats throughout the school should allow for assessment. They should have skills and knowledge for the day and allow for individual, group and whole class assessment of children. Feedback from LSAs should also be used to support planning.

EYFS assessment:

Formative assessment is through observations and work in their learning journeys.

Summative data is on Arbor for Baseline, Checkpoint 2, Checkpoint 4 and Checkpoint 6.

At the end of the Summer term, to support transition into Year 1, EYFS staff complete detailed handover with Year 1 teachers including identifying the next steps for those working below age-related expectations. The Year 1 teachers can then use this information to pitch work appropriately at the start of the year, identifying any gaps and suitable interventions. They can also use this information to aid more accurate end of year targets.

Internal Summative Assessment

Assessments

- Termly Writing, Reading, Maths, Science and Computing summative teacher assessments are completed on Arbor (teacher assessments) and PE on the Get Set 4 PE website.
- Termly NTS and GAPS tests at the end of the terms in Years 1-6 are added to Arbor. The test results should support teacher assessment judgements as an indicator of how the children are progressing as well as providing evidence for analysis by the Literacy, Numeracy and Assessment Leaders, SENCO, Inclusion Leader and the Leadership Team.

- Documents showing step-by-step instructions for adding assessment data to Arbor form the appendices of this document.
- Year 1 do not take these tests in the Autumn Term.
- A Termly excel spreadsheet for the other subjects should be completed. In the boxes, type 1, 2 or 3. 1 = working below age-related expectations; 2 = age-related expectations; 3 = working at Greater Depth. The boxes will colour automatically when the numbers are entered to show the level of attainment of each child. Notes should be added to show support that certain children are receiving.
- The document calculates the percentage of children in each class working at/above age-related expectations for each Foundation Subject. Subject leaders use these documents to analyse their subject across the school and act accordingly.
- Foundation subjects from the Excel spreadsheet are reported on the annual report to parents. Attainment, effort and progress is recorded for all these subjects. Yellow means they are working below age-related expectations; Green means they are working at age-related expectations; Blue means they are working at Greater Depth.
- Reading benchmarking can take place to monitor children's progress during the year.
- QLA (Question Level Analysis) can be completed on the MARK website for NTS tests - This can be used to identify appropriate SHINE interventions on the same website to support gap plugging.

EYFS

- Teachers submit their judgements near the end of the Summer Term (by TBC 2027 through Perspective Lite website).
- Each child is assessed against the Early Learning Goals (ELGs) in each area of the profile.
- If a child has not reached the ELG, they are given Emerging (1). If they meet the ELG, they are given Expected (2).
- The results show which children gained the Good Level of Development (GLD). Staff new to EYFS will attend training as appropriate.
- There will be in-school and cross-school (in the Trust) moderation throughout the year
- During the year, children are assessed using the 6 ranges from Birth to 5 Year Matters.

National Standardised Summative Tests

Year 6 SATs

- SATs are automatically ordered for the school as part of the annual census (PLASC).
- All pupils in Year 6 working at the appropriate level, must take the tests.
- Any child working below Key Stage 2, where it is deemed inappropriate by the school, should not be entered into the tests. It is the Headteacher's decision whether a child should not be entered for the SATs. The Headteacher must write a report (See ARA

for details) and send a copy to the Parents, the Chair of Governors and a copy must be on the child's educational record.

- Mock SATs to be completed in the Autumn Term and the Spring Term and form part of the short report and parents' evening discussions.
- Practice questions and papers will be completed regularly throughout the year to help identify and address gaps and misconceptions.
- SATs timetables are published each year and must be adhered to although schools can choose the start time within the day.
- Prior to SATs, applications for extra time, readers and scribes will be completed for specific children as detailed in the yearly ARA document from the Government. The teachers, Assessment Leader and the SENCO must be able to provide evidence to meet specific criteria.
- Applications are made online on the National Curriculum Assessment (NCA) portal where an application deadline applies. The class teacher should complete these applications alongside the Assessment Leader. Copies of the forms will be kept in a SATs folder in the head's office.
- SATs papers need to be checked by the Assessment Leader (not a Year 6 teacher) and another member of staff (not connected to the delivery of SATs). Once checked, the papers must be stored in a secure, lockable place. A log will be there to complete.
- Year 6 teachers must give details from the Test Administration Guidance documents to all staff involved in the SATs and staff must sign an attendance register for this training.
- Once complete the tests are collected up alphabetically and stored in a lockable, secure area to await collection.
- Once the test results have been delivered to the school, the Assessment Leader along with the subject leaders should be given time to look over the tests for inaccuracies in feedback.
- SATs certificates will be sent out by the end of the Summer Term alongside a comparative table (School results V National results).
- Teacher assessments for Writing and Science must be returned to Surrey by **TBC 2027** on the NCA portal. At this time, Teacher Assessments for any child that did not sit the Reading, GPS, Maths tests need to be submitted.
- Statutory external moderation must take place before schools submit their data. These assessments must be based on a broad range of evidence from across the curriculum e.g. Written work, practical work, oral work and informal tests.
- To meet the Expected Standard, there must be evidence of the pupil demonstrating consistent attainment of all the statements in the Teacher Framework document for Expected and the previous standard.
- For Writing, there are five categories of accountability: Emerging; Pre-key stage; Working towards Expected Standard; Working at Expected Standard; Working at greater depth within the Expected Standard.
- For Science, two categories are used: Working at Expected Standard; does not meet Expected Standard.

Phonics Check

- This is carried out during a prescribed time-frame in June for all Year 1 children and any Year 2 children who didn't meet the threshold in Year 1.
- Delivery of the SATs papers need to be checked by 2 members of staff who will not be involved in delivering the check. Once checked the papers must be stored in a secure, lockable place. A log needs to be filled in.
- The Phonics Tests will be carried out by the class teachers in Years 1 and 2. The Assessment Leader will monitor tests for moderation purposes.
- Teachers will go on courses as appropriate.
- All teachers need to watch the relevant training video before delivering the Phonics Check.
- Results need to be submitted to LA by TBC 2027 through Perspective Lite website.

EYFS Baseline

- Assessments are made of all children during their first 6 weeks in school.
- The tests have been delivered to school and they must be kept in a locked cupboard until they are used.
- This data is shared across EEEA.

Multiplication Check Year 4

- Children carry out regular activities that reflect the Multiplication Check.
- Maths Lead and Assessment Lead monitor progress of these throughout the year.
- Children will carry out a practise check on the official website the month before the official check.
- Year 4 teachers and the Assessment Lead will discuss, decide on and apply for appropriate access arrangements. These will be reviewed after the practise check on the official website.
- Results will be analysed by the Assessment Lead and shared with SLT, Year 4 teachers and the teachers in the up-coming Year 5.

Important dates for 2026/27 (Added/updated as necessary)

Autumn Term

1st six weeks - EYFS Baseline to be completed and results uploaded

12th October 2026 - Short Reports (Ys1-6) and children's reviews to be given out at Parents' Evenings this week.

16th October 2026 - EYFS On-Entry data to be entered into Arbor

16th November 2026- start of assessment period

2nd December 2026 - Staff meeting assessment time

Data to ABa 4th December 2026 8am (Arbor - standardised scores for R, M, GPS; teacher judgements for R, W, M) Years R-6

From 7th December 2026 - Pupil Progress meetings - Pupil Progress notes to be completed by teachers in black font before meeting commences.

9th December 2026 with Maybury (Zoom) Moderation; EYFS in person

11th December 2026 - Reception reports to go home.

Spring Term

Week beginning 25th January 2027 - Year 6 mock SATs (TBC)

8th February 2027 - Y1-6 Reports ready to go out at Parents' Evenings

1st March 2027 - Start of assessment period

Data to ABa 12th March 2027 (Arbor - standardised scores for R, M, GPS; teacher judgements for R, W, M) Years R-6

From 15th March 2027 - Pupil Progress Meetings Pupil Progress notes to be completed by teachers in green font before meeting commences.

15th March 2027 - Reception reports to go home.

Summer Term

Week of 10th May 2027 KS2 SATs :

Monday 10th May - GPS and Spelling

Tuesday 11th May - Reading

Wednesday 12th May - Maths 1 (arithmetic); Paper 2 (reasoning)

Thursday 13th May - Paper 3 (reasoning)

7th June 2027 Multiplication Check starts (2 weeks)

Wk of 7th June 2027 Reports to be ready by year group partner

14th June 2027 Phonics Check

14th June 2027 Reports to SLT

TBC June with Maybury (Zoom) Moderation - Westfield hosting

21st June 2027 - start of assessment period

Data to ABa 2nd July 2027 8am (Arbor - standardised scores for R, M, GPS; teacher judgements for R, W, M) Years R-6

6th July 2027 - Y6 SATs results published - TBC

8th July 2027 Reports sent home

Pupil Progress meetings start 12th July 2027 - notes to completed in purple before meeting commences

Submission of EYFS profile

TBC

Deadline for TA assessments to LA

TBC - KS2 (Writing, Science)

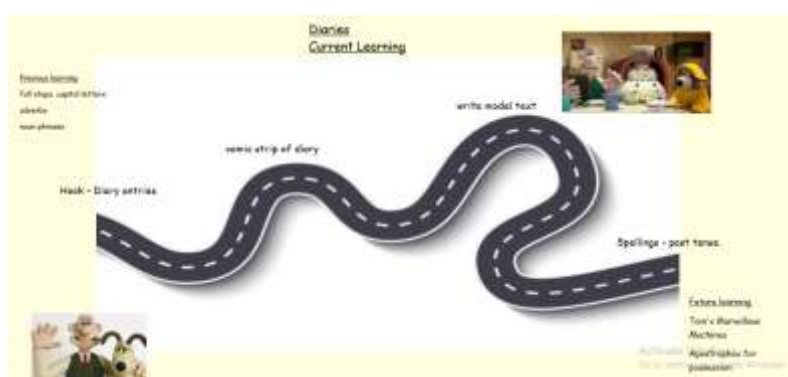
TBC - Phonics Check data

Westfield's Fast Feedback Policy

Who is feedback for?

1. The pupils - to know what they are doing well and reflect on any misconceptions or next steps. SEND pupils may require additional feedback to address their misconceptions and close their gap as part of their provision map.
2. The Teacher - to inform planning and record on the school's assessment system (Arbor) as a record of how the child has progressed according to the skill(s) of the lesson. This should be completed regularly (at the end of each unit of work). This enables teachers to notice gaps and plug these through group or individual conferencing. This enables teachers to focus on impact of support and adapt as required.

What does it look like in class?



- At the start of every lesson, the learning journey of the week or unit and the day's learning focus including steps to success needs to be shared with the children. The learning journey should display a road, starting points, skills/knowledge of the week/unit, future learning.

Monday 15th June 2026

Today's Learning: I can plan my changes to the text so that I can write a suspense story

What skills can you use?

Change the character of Francis

Change the location the character is in

Include some of the vocabulary you have learnt

- The teacher should discuss and share the day's learning and steps to success so that the children have a clear understanding of what they will be learning in that particular lesson and what they need to achieve by the end of it. This will include 'so that' statement to help the children understand their learning

- the 'so that' sentence should be at the top of each slide during lessons and referred to at different stages.

- Children write the short date at the start of each piece of work (a date stamp can be used). A reference to the position of the lesson in the learning sequence needs to be at the top of each piece of work e.g. 1/5 means the first in 5 lessons.
- Each child has at least one planned Class Teacher conference in Maths and Literacy every fortnight.

- **Key Marginal children will have three planned conference** in the subject in which they are a KM each **fortnight**.
- For each CT conference the children **must** use red pen. CT can be written in the margin to indicate where some support or verbal feedback has been given.
- CT conferencing will be clear on daily Literacy and Maths plans - children's names (not groups) with the specific focus

Targeted Conference - Pearl, Mohammed, Amy E-Jacob L, Tanisha, Daniel E, Ryan renaming - going through the steps one by one, getting them to explain it.

- Teachers need to keep a record of who they have conferenced with over each two-week period. This could be a tick list or it could be a list on the planning showing the two week rotation e.g. Week 1 Week 2.....
- When LSAs support children, 'LSA' should be written at the top of the page to show that the child was supported.
- If there is not red pen or LSA, the child has worked independently.
 - At the end of each lesson, the children self-assess and put their book into the RAG trays, depending on how they found the lesson's learning.
 - Teachers will look at the books, starting with the red tray. They will identify those who have struggled and plan time for gap plugging, ideally before the next lesson. Next steps for whole class, groups or individuals should be identified and annotations written on the weekly plan.
 - Teachers will use purple pen/highlighter to show the good aspects of the work and they will use green pen to show examples, corrections and/or where they have worked with the children.
 - Teachers will add their own purple face to the bottom of the work.
 - Teachers may wish to add a short reference to next steps, in green pen, for some children, at the bottom of their work e.g.



Full

stops



capital letters



fronted adverbials

- Stickers and stamps will be used to acknowledge and celebrate the children's work.
- When marking work on **digital platforms** such as Seesaw or Showbie, the same expectations apply as with traditional paper books. These platforms are considered equivalent to physical books in terms of learning evidence and assessment. Therefore, feedback should align with the school's feedback policy, supporting children's progress and/ or acknowledging their efforts. Children are to use a red font when working with the class teacher. Teachers are to use purple and green font as is done in physical books. There is no requirement to reference the digital work in the children's physical books. Subject leaders will include both digital platforms and physical books in their regular quality assurance processes to ensure consistency and high standards across all forms of pupil work.
- In **EYFS**, feedback will look slightly different. Feedback would continue to be immediate with children responding to next steps/green comments immediately with the adult. The teacher would continue to use a purple pen (for praise) and a green pen (for next steps) with the adult verbalising the comments with the children. For child-initiated work, blue pen will be used by the adults.

Fast Feedback - Key points

- Plan to conference with each child, at least a fortnight in Maths and Literacy. Key Marginal Combined children should have at least two conferences in the subject(s) they are close to achieving age-related expectations every week.
- CT/VF can be written in the margin to show other support given.
- Working with children between lessons to address misconceptions can lead to extra CT conferences.
- Adults to use green pen for jottings/examples while working with children.
- Purple pen/highlighter to show good aspects.
- Children to use red pen when working with the CT.
- Children to put their work in the correct RAG tray at the end of the lesson.
- Teachers to start by looking at the work in the red box. Stamp work, tick and **highlight relevant aspects before adding a purple face at the bottom of the piece of work**. If possible, address any misconceptions with a child/children before the next lesson (extra CT conferencing).
- Stamp/sticker to acknowledge the children's work.

Fast Feedback - Key Questions for Moderation

Planning

- Are KM children identified in Maths and Literacy?
- Have all children got a conference planned in Maths and Literacy for the fortnight?
- Do the KM children have three planned CT conferences over the fortnight?
- Do daily CT conferencing indicate children and focus for the conference?

Books

- Are CT conferences clear? Children using red pen.
- Does the work have purple pen/highlighting in body of work?
- Does the work have green pen/highlighting by the teacher?
- Are their stickers and stamps at the end of each piece of work?
- Is the presentation of a high standard?
- What skills should be seen for GD, EXP, KM, WTS, BLW? Can these be spotted?
- Are books from each class consistent for different abilities in terms of skills and quantity of writing?
- What are the next steps?

