

Assessment Policy

1. Rationale and Purpose

At Wolfson Hillel, assessment is integral to outstanding teaching and learning. Ongoing high-quality assessment is at the heart of our teaching and learning, underpinned by our belief that all pupils can succeed. We believe that effective assessment is about empowering pupils and teachers to engage collaboratively in the teaching and learning process so that the quality of education is effective, resulting in all children achieving their full potential. In line with Ofsted's inspection framework, assessment is used to ensure pupils know more and remember more, identify possible gaps and misconceptions and inform responsive teaching. Our assessment systems sit alongside our curriculum and help us to base our teaching on a detailed knowledge of each pupil.

Assessment is used to:

- Identify what pupils understand
- Identify gaps and misconceptions in learning
- Inform planning and teaching
- Enable pupils to reflect on and improve their work
- Support all pupils, including those with SEND and EAL, to make good progress and thrive

2. Principles of Assessment

Assessment at Wolfson Hillel ensures that:

- Children are able to confidently demonstrate what they know, understand and can do in their work and how they can apply their skills and develop mastery over learning
- Children understand what they need to do next to improve their work
- Children have the skills to engage with assessment, encouraging confidence, effort and resilience alongside promoting independent learning and self-reflection
- Teachers are equipped with resources to adapt their planning and teaching effectively in order to benefit the learning needs of each pupil
- There is consistency across all year groups and Key Stages with how children are assessed
- Assessment supports decisions around interventions and deployment of support staff
- All pupils, including those with SEND or those who are EAL, are able to thrive and deepen their understanding
- The analysis of internal and external assessment data allows us to look for trends across the school, borough and nationally
- Teachers do not assume that children understand the learning, without checking for understanding. This is done through: cold-calling, hinge questions and an ethos that mistakes are good

3. Assessment for Learning (AFL)

Assessment for Learning is embedded in every lesson and is essential to ensure pupils make good progress. At Wolfson Hillel, teachers use the school's medium term plans (which are based on the National Curriculum) and progression documents to effectively plan for whole class, groups of learners and individuals. Teachers constantly review their plans and take into account misconceptions and gaps identified in the children's learning. Learning objectives are shared with pupils in every lesson so that children are clear what success looks like. Before pupils write, and in other lessons where appropriate, success criteria are co-constructed as a class. Marking of work (see below), discussions and observations inform the ongoing assessments of pupils.

Whole-school AfL strategies include:

- Cold calling to ensure high participation and check understanding
- Hinge questions to assess learning at key points and determine next steps
- Targeted questioning
- Mini-whiteboards
- Live marking and verbal feedback where appropriate
- Retrieval practice
- Self-assessment against co-constructed success criteria
- Pupil response to marking and feedback

These formative (on-going) assessment strategies enable teachers to check learning and monitor progress, identifying misconceptions quickly and adjusting teaching accordingly.

4. Marking Codes / Assessment Grids

Wolfson Hillel uses a set of marking codes (see appendix 1) across all subjects to ensure clarity for pupils and consistency for staff. These codes are explicitly taught to pupils and displayed in classrooms as well as in English books and are used consistently by all staff. These codes combine support with both secretarial and content marking and ensure that children are given ownership to develop their writing.

At the end of each lesson, teachers complete a marking and feedback document (Appendix 2) to identify strengths and plan next steps based on whether children have met or not met specific learning objectives set for that lesson. They also consider any adaptations that may be necessary for future lessons to ensure that all children are able to achieve the learning objective set. Moreover, year groups regularly evaluate the effectiveness of their provision prior to planning following lessons. This is done through team discussions, 1:1 support during daily keep-up sessions (see below) and marking. This enables teachers to be very clear on the content that children have learnt and where further practice and consolidation is needed.

5. Types of Feedback

Feedback given to the children may be verbal, written or whole-class, depending on what best supports learning. At Wolfson Hillel, we understand that not all work requires written feedback and we have adopted a live marking process for some subjects.

Different types of feedback include:

a) Verbal Feedback

Verbal feedback is the most immediate and frequently used form of feedback. It is used during lessons to address misconceptions as they arise and to deepen pupils' understanding of the learning. This form of feedback is particularly important in EYFS and KS1, where pupils benefit greatly from instant guidance and reassurance. Where appropriate, verbal feedback is recorded in pupils' books using the code "VFG".

b) Written Feedback

Written feedback is used when it adds clear value to pupil learning and supports learners in making progress. Using the school's agreed code system (appendix 1), written feedback focuses on pupils' achievement against the learning objective and the co-constructed success criteria. It also reinforces the basic non-negotiables set out for each year group, ensuring that these are applied accurately in all written work, such as the correct use of capital letters and full stops. In addition, written feedback checks that key terminology is used accurately, especially in topic lessons, and provides clear next steps to help pupils extend and improve their work, particularly in longer pieces of writing (see Appendix 3).

c) Whole-Class Feedback

Whole-class feedback is used to address common misconceptions that emerge during a lesson and enables teachers to quickly identify pupils who may require additional support. This approach often includes the use of hinge questions, cold-calling and whiteboard work to check understanding. It supports the principle that teachers do not assume pupils have understood the learning without checking for it and instead, these strategies are used. Moreover, we have created an ethos at Wolfson Hillel in which mistakes are seen as a valuable part of learning.

6. Daily Keep-Up and Responsive Teaching

At Wolfson Hillel, daily keep-up sessions are a key strategy for ensuring no child falls behind. The aims of these sessions are to support children with any identified gaps in their learning. Teachers ensure that these sessions happen promptly, allowing children to be able to consolidate learning and feel confident in their understanding. Keep-up sessions are informed by teacher's marking, observations during lessons and ongoing formative assessment.

7. Pupil Response to Feedback

Pupils are given regular and structured opportunities to respond to feedback in order to improve their learning. This includes editing and improving written work in a red pen following teacher marking, correcting errors, addressing misconceptions and extending their learning where appropriate. Dedicated time is planned within lessons to ensure that feedback is purposeful and has a clear impact on pupil progress, rather than being purely visible or compliance-driven.

8. Summative Assessment

Summative assessment is used to evaluate pupils' attainment and progress at key points throughout the academic year. Teachers make termly summative judgements in all core subjects, as well as Jewish studies (JS), Hebrew reading and Ivrit, against national age-related expectations (ARE). Judgements are recorded on the school's assessment database using the agreed codes:

- WTS (working towards the expected standard)
- EXS (working at the expected standard)
- GDS (working at greater depth)

This ensures consistency and clarity across the school. Core subject assessment data is also recorded on an online assessment tracking platform -Sonar- enabling benchmarking and moderation alongside our other JCAT schools. This also allows for a clear analysis of data, both internally and externally, as laid out in our assessment principles. Teachers use a combination of summative assessment outcomes, alongside professional judgements, to determine the most accurate level of attainment for each pupil, each term.

9. Assessment in Reading

Reading is prioritised across the school. Ongoing assessments are built into our phonics scheme – Little Wandle (LW) – and twice-weekly guided reading lessons, allowing timely intervention where needed. Reading fluency assessments (Y1-6) and PIRA reading comprehension assessments (Y2-6 fluent pupils) are used to provide further assessment data.

10. Assessment in Writing

Assessment in writing is ongoing. The school marking codes (Appendix 1) are used to identify areas in which the children can improve their writing both in terms of secretarial grammar and the content in which they are writing about. Children are given the opportunity to edit their writing, based off of the teacher's marking and also gain independence in doing this themselves by the time they reach the end of Year 6. 1:1 writing conferencing sessions with the children also happen on a regular basis.

11. Assessment in Maths

At Wolfson Hillel, we follow the 'Maths Mastery' programme, which supports the objectives set out in the National Curriculum and ensures a coherent and progressive approach for all pupils. Teaching focuses on developing secure understanding of key concepts, fluency, reasoning and problem-solving with formative assessment being built in to every lesson to identify gaps and support children. The programme breaks key areas of study in each year group into units and these begin with a pre-unit quiz, which teachers use to identify pupils' prior knowledge, misconceptions and gaps in understanding. This information informs planning, grouping and targeted support during the unit. A post-unit quiz is used to assess pupils' understanding at the end of the unit, enabling teachers to evaluate progress, identify remaining gaps and plan next steps, including keep-up sessions or consolidation where required.

12. Assessment in EYFS

Assessment in the Early Years Foundation Stage (EYFS) is on-going and embedded within daily practice to ensure a comprehensive understanding of each child's development. When our pupils enter Nursery and Reception, they have a baseline assessment, providing a starting point from which progress can be measured; staff will use their professional judgement to assess where the children are working across the EYFS areas of learning. Staff use regular observations, including a focus child approach in Nursery (see below), to assess children's attainment across all areas of learning and to identify clear next steps. At Hillel, we use *Tapestry*, which is our online assessment system; it is used daily to track progress against the EYFS Framework and gives personalised targets for each child, which are tailored to their individual needs.

In Nursery, the focus child system allows for targeted assessment, followed by meetings with parents to share outcomes and agree next steps collaboratively. Alongside these formal processes, teachers use their professional judgement and expertise to make informed assessments. In Reception, phonics progress is additionally assessed using the *Little Wandle* phonics scheme (see above) to ensure early reading development is carefully monitored and supported.

In the final term of the EYFS, teachers must make a judgement for each child, for each Early Learning Goal (ELG). This judgement is decided based on all formative and summative assessment carried out over a child's time in EYFS.

13. Assessment within the Foundation Subject Areas

On-going teacher assessment at the beginning, during lessons and at the end of each unit is used to assess pupil attainment in the foundation subjects. This is against the national curriculum objectives using key learning concepts that have been developed by subject leaders. Pre-unit quizzes for all subjects are used to identify misconceptions and gaps in the children's learning. Marking and feedback sheets are used to track the children's



understanding, alongside teacher feedback that ensures that key terminology and phrases are used accurately.

14. Inclusion and Equality

Assessment and marking are adapted to meet the needs of:

- Pupils with SEND
- EAL learners
- Pupils requiring additional scaffolding or challenge

Reasonable adjustments are made to ensure marking and feedback is accessible and supports progress for all pupils. Where children are identified as not making sufficient progress, regardless of high-quality teaching, effective marking and differentiated learning, the school will seek to remove barriers to learning and put effective additional or different educational provision in place. This begins the cycle of 'Assess, Plan, Do, Review' with the child at the centre of the process.

Careful consideration is given to children working below ARE. Specific access arrangements may be applied, depending on the needs of each individual when administering tests. These may include:

- Extra time (if applicable)
- One-to-one support
- A reader
- Rest breaks
- Scribes
- Transcription
- Manipulatives (where allowed)
- Use of device (where allowed)

15. Monitoring and Review

The impact of our assessment is closely monitored through:

Moderation - this is used to ensure consistency and accuracy of assessment judgements across the school. Consistency is reinforced through whole school moderation meetings, year group meetings and joining local authority moderations. At the end of each school term, Senior Leaders and Subject Leaders will also carry out year group moderations and cross-check teacher judgements against year group objectives.

Book looks – these are carried out by Senior Leaders and Subject Leaders to review curriculum coverage, with appropriate feedback given to staff. Each subject leader will monitor foundation subjects once a year for each year group. Core subject books are monitored termly.



Learning walks – these are carried out by Senior Leaders and Subject Leaders, who will select a sample of children’s books, alongside watching lessons. This allows for an effective evaluation of assessment for learning in practice.

Data – this is collected at the end of each term and tracked. It is used to identify trends, strengths and areas for development across the school.

Pupil progress meetings - these take place at the end of every term, following data collection. They are an opportunity to discuss individual pupils’ progress with SLT ensuring accountability and identifying pupils who may require further intervention and support.

Pupil voice – during monitoring visits, pupils have the opportunity to share their understanding and learning through conversations with Senior Leaders and Subject Leaders

The monitoring cycle ensures that teachers take accountability for the children’s progress and identifies focus children, ensuring they make accelerated progress and gaps in learning are filled.

Assessment outcomes are discussed in **pupil progress meetings**, where:

- Individual and group progress is reviewed
- Barriers to learning are identified
- Actions and interventions are agreed
- Impact of previous support is evaluated

16. Roles and Responsibilities

Teachers: Implement assessment and marking consistently and use assessment to inform planning

Teaching Assistants: Support assessment feedback within lessons and keep-up provision

Subject Leaders: Monitor consistency and impact of assessment practice within their subjects

Senior Leaders: Ensure the policy supports high-quality teaching and manageable workload. Oversee assessment systems in place and ensure consistency and impact

Governors: Have strategic oversight of assessment across the school, ensuring that robust, fair and effective systems are in place to monitor pupil progress and attainment. The designated Assessment Lead Governor meets with the school’s senior leaders to review data, evaluate practice and provide appropriate support.

17. Communication with Parents

Parents / guardians are kept informed about their child’s progress in school. We encourage the parents to contact the school if they have concerns about any aspect of their child’s work. During parents’ evening meetings, teachers discuss the children’s academic achievements, the progress that the children have made and next steps / targets for their learning. At the end of each academic year, a report is sent to parents outlining the children’s achievements

in each area of learning, alongside their attainment and targets. Details of pupils' achievements in the SATs for Year 6 pupils are also sent to parents with each pupil's annual report.

18. Homework

Homework forms an important part of pupils' learning and assessment, supporting the consolidation of key skills and preparation for future stages of education. Across the school, pupils are expected to read regularly to an adult at home, complete spelling tasks and engage with JS homework. From the end of Year 5 and throughout Year 6, pupils are also set weekly English and maths homework to support their transition to secondary school and to reinforce learning in preparation for SATs. Parents and carers play a supportive role in this process by encouraging good homework routines and providing an appropriate environment for the completion of tasks. While parents are not expected to formally assess their child's work, they are encouraged to engage with and discuss learning. Regular communication between school and home ensures that parents are informed about expectations and can effectively support their child's progress.

19. New Starters to the School

Diagnostic assessments in English (reading, writing and phonics), maths and Hebrew reading are used to ascertain the levels of children who start school mid-way through the year.

20. Review and Evaluation

This policy is reviewed regularly to ensure it:

- Supports high-quality teaching and learning
- Aligns with national guidance
- Remains manageable for staff
- Has a clear impact on pupil outcomes

Last reviewed on:	18.4.26
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Next review due by:	18.4.28
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Appendices

Appendix 1: Marking Codes

Hillel Marking Codes (KS1)

Curriculum Objectives

FS – full stop

F – finger space

CL – capital letter

C – missing comma

LF – letter formation

What? / Where? / Why? / Who? / When? / How?

TWR

RO – Run on


F - Fragment

App. – Add appositive

Hillel Marking Codes (KS2)

Curriculum Objectives

Code in the margin of the line where the error is and green highlighter on the word / space

 SP - Spelling

MP – Missing punctuation (following by green highlight where the punctuation is missing)


MW / ^ -missing word (MW in margin of line and ^ in space where word is omitted)

WC – Word choice

T – Tense

↑ -Up-level word

LF – Letter formation

 -Homophone (zig-zag line under the word)

// - New paragraph

 -Comma splice

What? / Where? / Why? / Who? / When? / How?

TWR

RO – Run on

E – Expand + question word *What? / Where? / Why? / Who? / When? / How?*


C – Combine sentences

F - Fragment

App. – Add appositive


Appendix 2: Assessment and Marking Grids

Maths

Date: _____		LO: _____					
Common Misconceptions/Barriers to learning: 	Next lesson will be: Move on/Consolidation/Re-teach	Answers: 					
Notes on individuals not secure: 							

Reading (KS1)

WC	Book Title/ Group	Adult




Child's name	Decoding/tricky words <i>Any Phonemes/words struggled with?</i>	Prosody/Fluency (aim is 90% fluency and blending in head)	Comprehension How were they able to answer a range of questions about what they have read?	Any additional Comments

Focus children for next week -

Reading (KS2)

W/C: _____
Text: _____



Notes on individuals not secure:

Focus children for next week:

Focus children

Fluency:

Comprehension:



Foundation Subjects

Year Group and Unit	Year 2 Unit 1		
Unit Title	Exploring our World		
Key concepts covered in this unit	Broken down knowledge covered in this unit		
<ul style="list-style-type: none"> - Locational knowledge - Place knowledge - Navigation - Field Work - Human features - Physical features 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Recognise the UK's location on a world map and globe. • Name the capital cities of England, Wales, Scotland and Northern Ireland • Name and locate the world's oceans on a map, globe and atlas • Identify hot and cold areas of the world in terms of the equator • Identify key characteristics of the UK and a contrasting non-European country. • Name the 4 main directions on a compass • Create a simple map (e.g. a map of their bedroom or a route to a favourite place.) • To recognise our place in the world • Identify and describe hot and cold places on Earth (e.g., deserts vs. the Arctic). • Identify simple climate differences (e.g., tropical is warm and rainy, polar is cold and icy). • Explore how climate affects people's homes and clothing. 		
<u>Lesson 1</u>	<u>Common Misconceptions</u>	<u>Children Not Secure/Keep up needed?</u>	<u>Future planning adaptations</u>

21. Glossary

SLT – Senior Leadership Team

ARE – Age Related Expectations

WTS -Working Towards (age related expectations)

EXS – Expected (age related expectations)

GDS – Greater Depth (of age related expectations)

JS – Jewish Studies

LW – Little Wondle

EYFS – Early Years Foundation Stage (Reception & Nursery)

SEND – Special Educational Needs & Disability

EAL – English as an Additional Language

ELG – Early Learning Goal

SATs – Standard Assessment Tests

RBA – Reception Baseline Assessment

EYFS – Early Years Foundation Stage

Baseline – An initial assessment used to establish a pupil's starting point in learning at a particular time, most commonly when they first enter a school or a new key stage. It provides teachers with a clear picture of what pupils already know, understand and can do, before new teaching begins.