

St Mary's Church of England Primary School



Learn. Achieve. Grow. Flourish.

Assessment Policy

POLICY: Assessment Policy & Procedures
APPROVED BY: Head Teacher
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This policy is statutory and recommended to be reviewed annually.

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

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Vision for Assessment

This policy has been written for staff at St Mary's C.E. Primary school to set out our approach to assessing pupils' attainment, both formatively and summatively.

This policy can be read alongside the following policies:

- Teaching and Learning
- Feedback and Marking
- Pupil Progress Meeting Process and Guidance
- SEND
- Pupil Progress Meeting Guidance

The purpose and aims of this policy and our approach to assessment are to:

- Improve pupil outcomes.
- Evaluate the impact on learning of our intended and implemented curriculum.
- Inform teachers and pupils of their next steps in learning.
- Ensure we identify pupils falling behind and provide them with the right support to catch up.
- Ensure assessment is not onerous for teachers, through thinking carefully about the purpose and frequency of data collection and data input.

We believe that all forms of assessment can/will be used to improve teaching and learning.

- The best forms of assessment result from ongoing dialogue and interactions with children.
- Frequent interactions are what provide the soundest judgments of pupil progress and inform planning and teaching.

As outlined in our Feedback and Marking Guidance:

- We believe the more precise the feedback is, the greater the clarity in terms of the teaching and learning steps.
- Feedback enables children to take responsibility for improving their own work; it does not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Wherever possible, children must/will receive 'live' feedback either within the lesson itself or in the next appropriate lesson.

We recognise that progress in learning is not linear and therefore children are not judged solely based on a test.

Where data is gathered, it can also be used to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system:

- All forms of assessment is used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable.
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum.
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning.
- Provides reliable information to parents about how their child is performing.
- Ensures that St Mary's C.E. Primary School is keeping up with external best practice.

This policy has been informed by:

- EEF report - Assessing and Monitoring Pupil Progress
- DfE Report-Assessment Without Levels
- The work of Kate Jones, Dylan William and John Hattie

Forms of Assessment

There are three over-arching forms of assessment:

	1. Day-to-day formative in school assessment	2. In school summative assessment	3. Nationally standardised summative assessment
Why pupils are being assessed	<p>To inform teachers' planning and teaching as to whether knowledge and understanding is secure enough to move forward or whether further consolidation work or a different approach is necessary.</p> <p>To plan for opportunities to identify children's unique abilities and talents.</p> <p>To identify those children who require support or additional challenge in a particular area of work.</p> <p>To assess the depth and breadth of prior learning.</p>	<p>To evaluate children's learning and progress at the end of a teaching period.</p> <p>To inform senior leaders, governors and parents of progress and attainment over a period.</p> <p>To inform the teacher responsible for these children the following year.</p> <p>To inform senior leaders, teachers, and governors how children are performing compared to national benchmarks.</p>	<p>To hold the school to account against a recognised standard.</p> <p>To measure achievement between key stages.</p>
The things which the assessment is intended to measure	<p>To know whether a child has understood the teaching or can demonstrate application of a skill or knowledge with increasing independence or confidence.</p> <p>Retention of knowledge over time.</p> <p>Whether a child is on track/meeting ARE curriculum.</p>	<p>To know how secure a child was in their knowledge of the previous year's curriculum and how ready they are for progression.</p> <p>To be able to apply their knowledge in a more formal setting.</p>	<p>To inform school development planning/priority areas/CPD.</p>
What the assessment is intended to achieve	<p>To support children in identifying what they've learned and identifying where they need to target their efforts.</p> <p>To inform teachers of where children are in their learning.</p>	<p>To provide information to the following year's teacher in differentiating the support given to children in the class to achieve positive outcomes.</p> <p>To use question level analysis to identify areas of strength – and build on these, and areas of weakness – and address these.</p>	<p>To raise standards in core areas and drive forward school improvement.</p> <p>To identify areas of weakness within subjects and address these.</p> <p>To raise the standards of identified groups within the school.</p>
How the assessment information will be used	<p>To identify which pupils to target for additional support, challenge and next steps or which areas of the topic to recap.</p> <p>To improve outcomes for all children through enhanced quality of provision and quality of teaching.</p>	<p>To evaluate trends over time</p> <p>To evaluate individual pupil progress <i>within years and across Key Stages</i>.</p> <p>To evaluate cohort progress.</p> <p>To evaluate teacher efficacy (appraisal).</p>	<p>To benchmark locally and nationally against expectations.</p>

Statutory National testing

During their time in school children will sit some external national tests. These are as follows:

- Reception Baseline (September) and EYFS profile (submitted in June)
- Y1 – Phonics screening test (June)
- Y4 - Multiplication check (June)
- Y6 – KS2 SATS in Reading, SPaG and Mathematics (May) – externally marked. Teacher assessments in Writing, Reading, Mathematics and Science (June).

KS2 Floor Targets

- Progress in primary schools is either reported from Reception to the end of Key Stage 2, or from the end of KS1 to KS2, whichever is better for the school. Primary schools are above the floor standard if they meet either the progress or attainment measure:

Progress

- To meet the progress measure, pupils must make sufficient progress in reading, writing and maths between reception and the end of KS2.

Attainment

- To meet the attainment measure, 65% or more of pupils must meet the new expected standard in reading, writing and maths by the end of KS2. This means achieving at least 100 scaled score in both reading and maths tests and being assessed by their teacher as reaching the new expected standard in writing.

Target setting and benchmarking

- When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group.
- A small proportion of children would be at National Standard already (achieving a scaled score of 100 or more in the NFER autumn tests).
- We appreciate that progress is not always linear and some children move on faster than others but by the summer term, we would expect at least 75%-85% of children in each year group to be achieving the National Standard in the core subjects and around 20% should be working at greater depth.
- As well as looking at this broad measure of progress, we also look in more depth at a child's standardised age score and calculate the changes within the score over the course of the year and year on year.
- This helps us to measure the progress that the child has made over the course of the year and from one year to another.
- At the start of the year, we set end of year targets for each child and derive a target for the year group on that basis. We expect targets at National Standard for each year group to be roughly 75%-85%, with around 20% working at Greater Depth.
- It is expected that each year group will meet the Floor Target of at least 70% of pupils reaching 'Expected' or above in reading, writing and maths.

Assessment in EYFS

The shared language of testing in our school in EYFS is:

- Expected
- Emerging
- Exceeding
- Children working significantly below age related expectations will be marked as BNS.
- On entry to the school in YR, children will be assessed against the age-related criteria in Development Matters, the document used to assess children across the Early Years phase of their education.
- Schools are required to provide baseline information for the LEA, external agencies and DfE.
- The need for baseline data has been recognised to assess achievement and progress across FS1 and FS2 - for those children who start in Nursery at St Mary's, and specifically across FS2 in preparation for KS1.

Assessment of YR baseline

- The NFER Reception Baseline Assessment tool is used to assess children in mathematics, literacy (including Communication and Language) and the personal and social aspects of learning. This assessment is completed as soon as children have settled during the autumn 1 term. In addition to this, children are assessed, using observations and focus activities, against the new 7 strands of the EYFS Development Matters statements to provide a baseline assessment in all the seven areas of the EYFS curriculum.
- Children are also assessed in their phonic knowledge using the RWI assessment tool on a half termly basis. Data from these assessments are recorded on the RWI portal.
- Each child's developments and achievements are recorded in 'Tapestry'. In Nursery and YR these judgements are made against the age specific criteria from Development Matters.

Assessment in Key Stages 1 and 2

The shared language of testing in our school is:

- Expected Standard (EXS),
- Working towards National Standard (WTS)
- Working at Greater Depth (GD)
- Working significantly below age related expectations will be marked as BNS.

Teacher Assessment Judgments (TAs)

- NFER Standardised Tests are used to support teacher assessment judgments. NFER Question Level Analysis grids are used to identify areas of weakness and strength to inform medium and short-term plans.
- For Mathematics, Reading and SPA&G we use the NFER standardised tests in Y1, Y3, Y4, Y5: autumn, spring, summer terms.
- We use previous SATs papers in Y2 and Y6: half termly.
- We are confident of the robustness of the test as they are drawn from a large sample size.
- We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average.
- Children falling within the range 100 to 115 will be deemed to be working at national standard.
- Children falling below the 99 mark will be deemed to be working towards a national standard.
- Children falling above the 116 mark will be deemed to be working at greater depth.
- Scores below 80 and above 130 will be considered exceptional (as set out by the NFER), so these scores will be a way of identifying children falling significantly below or performing well above national expectations.
- Autumn term testing informs teacher assessment baseline for the year and informs class pupil targets.
- Spring tests provide mid-year data to identify whole cohort progress and children who need further support and intervention.
- Summer tests inform the final teacher assessment judgment for the year.
- Test results are collected in the autumn, spring, and summer term on the online NFER platform.
- Teachers provide a teacher assessment judgement alongside any test data submitted using the SONAR platform. This is especially relevant for EAL and SEND children, who may not access or achieve test results.

SONAR Online Platform: Tracking Pupil Progress

- Each term, three times per year, teachers will make a judgment as to where each individual child sits within the core areas – reading, writing and maths – of the national curriculum.
- Teacher assessment judgements are presented on SONAR online platform for each class split into Emerging, Expected and Exceeding percentages for key groups:
 - boys/girls
 - SEND/Non-SEND
 - SEND 6/Non-SEND
 - PPG/Non-PPG
 - EAL/Non-EAL
- Gaps between groups are identified and pupils are then targeted to raise standards and close these gaps.
- This data is then transferred onto a one-page whole-school spreadsheet to share with all staff, governors, and external bodies.
- Teacher assessment judgments are scrutinised for accuracy in Pupil Progress Meetings (PPM) each term and are supported by on-going in-school moderation.

Moderation

The process of moderation is an essential part of any assessment system and is embedded in our practice across the school. Teachers are involved in the moderation process to ensure agreement on criteria for making judgements about work in the following ways:

- With colleagues in school.
- With colleagues from other schools within Slough.
- By attending assessment sessions run by Slough to ensure our judgements are in line with local and national expectations.
- The school has developed links with local schools to ensure that this process happens across schools on a regular basis from YR to Y6.

Triangulation

- We use a triangulated approach to assess the quality of learning of units of work and of pupil outcomes through regular learning conversations with pupils, book looks and learning walk drop-ins.
- Learning conversation with pupils about their learning in a unit provides teachers, subject leads and SLT with a good understanding of learning gleaned within a unit. Phase Leads are also expected to regularly carry out similar conversations with pupils informally to review pupil learning and to support teachers to review units of work to ensure the best possible outcomes.
- Subject leads, Year Leads, Phase Leads and SLT will regularly look at children's books to assess depth and breadth of children's learning in a unit of work.
- Learning walks are used to support judgements and inform next steps for subject leads/Phase Leads/SLT.

Pupil Progress Meetings

- Each term staff are involved in PPMs. These meetings involve the Phase Lead, Year Lead, class teacher and the SENDCo.
- The Phase Lead will use termly data to discuss children's progress in reading, writing, maths, grammar, and phonics (KS1) with class teachers.
- Where it is seen that a child is failing to make 'expected' progress then support and challenge will be given to ensure that rapid catch up takes place; this may be with the support of the Phase Lead, SENDCo, Subject Lead, support staff. It is teacher responsibility to know when support is needed, seek it out and to put it in place.
- Where there may be a group of pupils underachieving in a particular area then the Phase Lead will make a more formal monitoring arrangement of children's work, quality of teaching and may refer this to the Head or Deputy depending on findings.
- The SLT will review the outcomes of PPMs each half term, after they have taken place, to better understand the impact of assessments on teaching and learning and where additional teacher support may be required.
See Pupil Progress Meeting Guidance for further detail.

Closing the Gap

- After assessments have been collected and scrutinised, the Data Lead will process the data to analyse areas of strength and weakness. Gaps are identified – with particular attention paid to:
 - Gender
 - PPG/Non-PPG
 - EAL/Non-EAL
 - SEND/Non-SEND
 - SEND 6/Non-SEND
- Progress and attainment of these vulnerable groups is closely monitored across the school by the Head, Deputy Head, Governors, School Leadership and Management Team, Phase Leads, Year Lead, Core Subject Leads, SENDCo and Data Lead.
- At PPM, individual and / or groups of pupils are discussed, and additional support / extension put into place. Class teachers will be expected to work with these pupils and provide the in-class support required.

Support and Interventions

- To ensure that all children achieve, the school has established a rigorous catch-up programme, tailored to the needs of the child. All interventions are recorded on the Provision Mapping Tool.

Academic

- Daily 1:1 catch up sessions in reading, which focus on the specific needs of the child attending.
- Assembly interventions run by the teacher during assembly times, for pre-teaching vocabulary with targeted children.
- An extensive after-school 10-week tuition programme is available for Y3 and Y4 children, again aimed at closing the gap and addressing their areas of improvement in maths.
- An extensive after-school 10-week tuition programme is available for Y1-Y6 children aimed at closing the gap and addressing their areas of improvement in reading.
- TAs trained in our Maths catch-up programme
- NELI - Nuffield early language intervention for children in YR
- Weekly times-table club in Y3, Y4 and Y5

Learning or Emotional Support

- ELSA support delivered by trained support staff.
- Speech and Language programme delivered by a trained TA.
- BAG Time delivered by a trained TA.
- External agency support delivered by the MHST.

See Pupil Progress Meeting Guidance for further detail.

Children with SEND

- The school has several children who have learning needs and who may therefore not be accessing the curriculum for their year groups.
- Those with high needs SEND who are working below KS1 levels, are assessed against the pre-key stage standards (PKS), or where they are not yet engaging in subject specific study, the engagement model (EM).
- The class teacher is responsible for collecting their data.
- The class teacher and relevant 1:1 support staff are responsible for the upkeep of individual SEND children's records of progress and data and will report to the SENDCo.
- Their data will also be included on SONAR - pupils will not be assessed as significantly below (SB) but assessed against criteria of the year group standard they are working at to ensure progress is measurable. A separate record of pupils working against PKS / EM will be kept.
- The SENCO will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children.
- As part of the termly PPM, all Phase Leaders discuss the needs and progress of pupils with SEND with class teachers and identify further actions for individuals e.g. involvement of external agencies and classroom strategies. Where possible the SENDCo will attend PPMs. These actions are then reviewed and discussed in SLT meetings.

- We now have an increased number of pupils who have ASD, for these pupils we will use the SCERTS model planning targets as well as the engagement model for assessment. SCERTS targets will be recorded on the child's SEND Learning Plan on Provision Map. SCERTS stands for Social Communication, Emotional Regulation and transactional supports and recognises the need for children to be regulated to be able to learn. It also prioritises the need for children to develop their social communication skills in natural environments with the support of transactional supports such as visual timetable and core vocabulary boards. Supporting adults have an important role to play in ensuring that the transactional supports are prepared and set up daily for children to be able to access learning and routines throughout the day. Examples of SCERTS targets and the engagement model framework are stored on the staff Teams files as well as in class SEND files. We believe that all adults working with a child should be aware of their planning and should always have access to it. Teaching assistants should meet regularly with teachers to be prepared to effectively support children with SEND. Regular tracking of SCERTS targets and curriculum planning for pupils with SEND will inform planning in the cycle of 'Assess, plan, do, review' as recommended in the SEND Code of Practice.
- Overseen by the SENDCo who regularly monitors this.

Recording Assessment Information

- NFER tests data is recorded by teachers on the NFER online platform. Teachers will record NFER Question Level Analysis information as part of this.
- NFER test data is used to inform teacher assessment data recorded on the SONAR tracker online platform.
- We expect teachers to keep assessment records, either on paper or online, detailing the results of summative tests given within the classroom that are in addition to the termly NFER tests. The results in teachers' logbooks will not be collected centrally.
- The purpose is to use this information formatively to:
 - regularly inform the next steps in each child's learning.
 - identify whole class areas of concern.
 - identify children performing above or below national expectations.
- The logbook can also be used to inform parents of children's areas of strength and weakness.
- During termly Pupil Progress Meetings, teachers must use this information to inform Phase Leads and SENDCo of children who require additional support, so that support can be provided in a targeted and timely fashion. We use the Provision Mapping Tool to record outcomes of all interventions.
- The teacher has a good understanding of where all children are in their learning journey.

The following information must be kept by all teachers:

- Maths- arithmetic tests, end of unit test data, times tables (if not captured on TT rockstars).
- English-spelling tests, half termly PM Benchmark Level, half termly Salford Reading Age, writing assessment mapped against English PoS ITAFs, book lending lists.
- Lists ranking pupil attainment in reading, writing and maths, where 1/30 is the highest attaining pupil. The lists are fluid and updated regularly.
- Intervention-names of children receiving interventions and notes on progress and outcomes.
See Pupil Progress Meeting Guidance for further detail.

Feedback and marking

- Feedback and looking at pupils' work is the teacher's means of assessing pupil progress and of planning work to meet pupils' needs.
- Quality and timely feedback indicates to pupils what they have achieved and what they need to try to do next / how they can improve their work.
- We provide feedback in line with the planned curriculum, the careful planning of which identifies the knowledge or skill to be learnt in that lesson or sequence of lessons.
- The best feedback should be constructive, timely and specific. We encourage live feedback in lessons, either to an individual, a group, or a class.
- Good feedback will facilitate improvement of children's work or move learning forward.
- In addition to feedback on lessons, pupils' common errors should be brought to the child's attention so that they are able to improve on these too. e.g., incorrect formation of letters, common spelling errors/grammatical errors etc.
- Books are looked at every day to inform next steps and all work done by the child will be acknowledged by the teacher.

See Feedback and Marking Guidance for further detail.

Assessment against the Planned Curriculum

English

The National Curriculum (NC) and the Programmes of Study (PoS) provide the backbone of our formative assessment framework. We have developed a set of progression documents for English, the English Handbook, closely connected to the PoS study from the NC.

- The English Handbook provides the basis for all teacher assessments of children in reading and writing providing clear broken-down statements of yearly expectations.
- The English Handbook stipulates a benchmark standard for children on entry to each year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the English Handbook to previous year group expectations.
- The English Handbook is organised by strand so that teachers can also see strengths and areas of development for different areas within a subject. These are used in reading and writing to help plan next steps in reading and writing lessons.

Other Subjects

- All foundation subjects and the core subjects of computing and science have key Subject Mapping Tools that form the long- and medium-term plan of the planned curriculum.
- All staff are clear on what and when should be taught/ learnt for pupils in Y1-Y6.
- Flashback 4 is used in maths, science, history, and geography to support pupil's memorization of the key subject (sticky) knowledge outlined in the Subject Mapping Tools.
- Vocabulary books (maths/science and English/humanities) are used to support re-call of key vocabulary.

Subject Mapping Tools comprise:

- Subject statement of intent.
- Subject curriculum map detailing the links and connections across the curriculum.
- Threshold concepts detailing the key concepts/knowledge that must be understood and at which points.
- Assessment learning tasks to ensure that children are assessed against the correct criteria.

Assessment of the English Curriculum

Phonics

- In YR and KS1 children are assessed and grouped according to their phonic knowledge.
- Each child reads books that match their phonic knowledge. All children are formally assessed on entry to the programme in reception.
- Termly assessments check that children are placed in the correct reading group.
- In Y1 children complete half termly screening checks to ensure that they have acquired the appropriate phonics knowledge. New pupils entering the school also undergo this assessment so that they can be fully supported in learning English.
- Apart from half termly assessments, ongoing day to day assessment means that groups are constantly adjusted to ensure the best progress for each child.
- Reading teachers listen to children reading daily and are skilled in identifying when a child is either struggling in their reading or exceeding the expected standard.
- Assessment grids on the RWInc Tracking platform and the school's internal grids are completed each half term and reported to the SLT.

Reading

- Teachers use formative assessment during lessons and use live feedback marking to respond to whole class or to individual student needs based on any misconceptions or areas for improvement.
- We do not use hands up to avoid certain children dominating class discussions: teachers circulate the room when asking pupils to talk to their partners so that they can gather a clear picture of the progress being made by the class.
- We use half termly RWInc Sound Gaps Analysis, RWInc Fluency test, PM Benchmark, Salford reading age test and NFER standardized comprehension tests to inform teacher assessment judgments in reading.
- In Y2 and Y6, previous SATs papers are used to provide a summative assessment at different points in the year.

Writing

- Teachers use pupil conferencing alongside identified writing targets, which makes the children active and thoughtful participants in their own learning. Writing targets are specific and are based on misconceptions/next steps identified from independent writing tasks. Targets are taken from grammar, punctuation or spelling next steps.
- This process helps children to recognise their successes and to identify and take ownership over how to improve. This approach means that children can pinpoint their individual next steps in learning and understand how to achieve their writing target.
- During the termly assessment cycle (autumn, spring and summer), teachers will use the English Handbook, English PoS ITAF, DfE exemplification materials in EYFS, Y2 and Y6 and Nottingham City exemplification materials in Y3, Y4 and Y5 to provide a summative judgement of writing at three points in the year.
- This 'best fit' judgement will be based on the writing that pupils have produced in independent writing tasks mapped in the English MTP and any other written work that they have produced since the last assessment cycle.

Spelling

- Spelling tests are carried out regularly. These are based on tier 2 and tier 3 words that have been studied in class as well as words learned as part of the RWInc Get Spelling programme.
- Spellings are sent home for pupils to learn as homework.

Grammar

- Teachers use formative assessment to assess pupil understanding and knowledge during the lesson. Live feedback marking will be used as appropriate. Next steps marking may be provided but it is expected that where whole class feedback is required, additional whole class teaching is provided. Grammar concepts for each year group are revisited every year to ensure that pupils learn more, know more and understand more. **See English Handbook for further detail.**

Assessment of the Maths Curriculum

Formative Assessment

- In maths, we follow the White Rose Scheme in YR-Y6. Formative assessment is the most important approach to learning in mathematics.
- Teachers use pre and post unit assessments in alignment with White Rose Maths to develop a secure understanding of pupils' starting points.
- Daily ongoing formative assessment enables teachers to adjust plans and target teaching to address specific misconceptions and next steps. Assessment includes marking, verbal feedback to guide progress, recorded responses, and observations.
- Previous taught concepts are regularly reviewed using White Rose Maths 'Flashback 4' at the beginning of each lesson.
- For each pupil, targets are set termly and shared at parent consultations.
- SONAR (the online platform to record the teacher assessment) is used to identify any gaps in children's learning.
- In EYFS to Y6, teachers use SONAR curriculum objectives for formative assessment in maths.

Times Tables

- By the end of Y4, children should be proficient in all times-tables up to 12x12.
- In the summer term, the children in Y4 sit the Multiplication Tables Check (MTC) to test their knowledge of times-table.
- To support the learning and continued practice of times-tables, we use Times Table Rockstars (TTRS). This is an online platform where children engage in a range of games to improve their speed and accuracy with times-tables.
- The platform provides detailed information of children's proficiency, enabling us to target additional support to pupils not meeting the standards. Prior to learning their times-tables, children need to become proficient in their basic addition and subtraction skills.
- All children are encouraged to practise on the relevant game daily at home and weekly at school and teachers monitor the progress of each child so that they can be supported effectively.

Summative Assessment

- In YR, a formal half termly summative assessment is taken using WRM aligned tests.
- From Y1, Y3, Y4 and Y5, a termly summative assessment of maths is taken using the NFER tests. This links to the coverage for that term. Diagnostic analysis of the tests informs future planning and the selection of children for structured intervention and support groups. These also help to inform discussion at termly Pupil Progress Meetings and inform teacher assessment. Assessment data in maths is reviewed throughout the year to enable optimum progress and achievement.
- In Y2 and Y6, previous SATs papers are used to provide a summative assessment at different points in the year.

See Maths Policy for further detail.

Assessment of the Science Curriculum

- Science assessment takes place over two ways. The backbone of the science assessment is the Science Mapping Tool which is split by year group and is organised by core learning for each year group.
- There is also a strand dedicated to working scientifically.
- Teachers use Flashback 4 to support children's memorization of key knowledge.
- Mini end-of-unit tests (concept maps, low-stakes quizzes, test base questions) and investigations are the ways that teachers track pupil progress and address misconceptions effectively.

Assessing Impact of the Wider Curriculum

- As a school, we expect teachers to talk with confidence about each child's progress in all subjects benchmarked against our planned curriculum and record TA this on SONAR.
- Teachers are expected to know if their pupils have learnt what has been taught and to what extent using Flashback 4 quizzes. All teachers are expected to understand the core learning and concepts for the units they teach, to articulate the school's vision for that subject and to know how that unit builds on or fits into the wider curriculum for a subject.
- Teachers monitor the impact (what pupils know) in a variety of ways such as looking at pupils' work in books and providing feedback; through regular insightful questions and conversations in class.
- Teachers provide Flashback 4 (low stakes quizzes) to assess pupil understanding. Pupils complete end of unit tasks.
- Subject leads monitor impact through learning conversations with pupils, book looks and learning walks.

Reporting to parents

- Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavor to communicate well through newsletters, termly curriculum maps, homework tasks, reading journals, reports, open days, parental workshops, and the website.
- Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the autumn and spring terms.
- A full report is sent to parents at the end of the year. This report provides information about the child's performance in all National Curriculum subjects.
- In Y1 the report includes details of the phonic screening check.
- In Y4 the report includes detail of the Multiplication Tables Check.
- In Y6 the report includes the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG.

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- standards of teaching as monitored through marking and assessment.
- progress made by pupils as monitored through pupil progress meetings.
- quality of marking and feedback as monitored through book scrutiny.
- attitudes to learning as monitored through the Behaviour and Discipline Policy
- evidence from Learning Walks carried out by SLT, governors and external visitors.
- attainment against local and national standards.

Persons responsible

- The Data and Assessment Leads, SENDCo, alongside Phase Leads are accountable for the management, organisation, and implementation of this policy.
- The Phonics Lead is accountable for the implementation of good phonics practice across the school.
- Subject Leads are responsible for the implementation of good subject practice across the school.

Equal Opportunities

This policy applies to all users regardless of their special educational need, sexual orientation, culture, race, religion, belief, gender reassignment, ability or disability, preferred gender, ethnicity, or nationality.

Links to other policies

- Teaching and Learning Policy
- Pupil Progress Meeting Guidance
- English Policy
- Maths Policy
- Teacher Appraisal Policy
- Pay Policy
- Curriculum Policy and subject policies
- Continuing Professional Development Policy
- Marking and Feedback Policy
- Spelling Policy
- Phonics Policy
- SEND Policy
- Behaviour Policy

Appendix 1

Acronym List	
ASD	Autism Spectrum Disorder
ARE	Age Related Expectations
BAG Time	
BNS	Below National Standard
CPD	Career Professional Development
EAL	English as an additional language
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage (Nursery and Reception)
EXS	Expected Standard
FFT	Fischer Family Trust
GD	Greater Depth
ITAF	Interim Teaching Assessment Framework
KS1	Key Stage 1 (Y1 and Y2)
KS2	Key Stage 2 (Y3, Y4, Y5, Y6)
LEA	Local Education Authority
MHST	Mental Health Support Team
MTC	Multiplication Tables Check
NFER	National Foundation for Education Research
PAG Submission	Primary Assessment Gateway Submission
PoS	Programme of Study
PPG	Pupil Premium Grant
PPM	Pupil Progress Meetings
QLA	Question Level Analysis
RWInc	Synthetic Phonics Programme
SAT	Statutory Assessment Tests
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team
SONAR	Online platform to record TA judgements-part of Juniper Education System.
TAs	Teaching Assistants
TTRS	Times Table Rockstar
WRM	White Rose Maths
WTS	Working Towards National Standard

Appendix 2

Summative Assessment Overview at St Mary's						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Teacher Assessment (Phonics)	Teacher Assessment (Phonics)	Teacher Assessment (Phonics)	Teacher Assessment (Phonics)	Teacher Assessment (Phonics)
YR	National Baseline	Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment (PAG Submission)
Y1		Teacher Assessment		NFER Test	PSC (PAG Submission)	NFER Test
Y2	KS1 Past SAT Paper (Most recent -1)	NFER Test	KS1 Past SAT Paper (Most recent)	NFER Test	KS1 SAT Test (Optional)	
Y3		NFER Test		NFER Test		NFER Test
Y4		NFER Test		NFER Test		NFER Test
Y5		NFER Test		NFER Test	MTC	NFER Test
Y6	KS2 Past SAT Paper (Most recent-3)	KS2 Past SAT Paper (Most recent-2)	KS2 Past SAT Paper (Most recent-1)	KS2 Past SAT Paper (Most recent)	KS2 SAT Test (PAG Submission)	

KEY	
National Test Submitted to DfE Outcomes Entered: SONAR	
Teacher Assessment Outcomes Entered: SONAR	
NFER Test Outcomes Entered: NFER Portal Teacher Assessment Entered: SONAR	
Outcomes Entered: School Produced QLA Teacher Assessment Entered: SONAR	

Appendix 3

NFER Standardised Score Attainment Table		
Standardised Score	Attainment Description	Next Steps
70-84	Working Well Below Average	Quality First Teaching Adapted to Needs
85-99	Working Towards Age Related Expectations	Quality First Teaching & Catch-Up Intervention
100	National Average	Quality First Teacher
100-115	Working at Age Related Expectations	Quality First Teaching
116-140	Working at Greater Depth	Quality First Teaching & Challenge

Appendix 4

RWInc Phonics End of Term Expectations

Year Group	End of Term Expectations: Autumn Term	End of Term Expectations: Spring Term	End of Term Expectations: Summer Term
Nursery			EXPECTED: first 12 sounds in set 1 EXCEEDING: All set 1 sounds
YR	FOCUS: Set 1 sounds & Word Time 1 2 3 EXPECTED: Set 1 sounds & Word Time 1 2 3 4 5 EXCEEDING: Set 1 Word Time 6 7, ditties/green books	FOCUS: Set 1 Word Time 1 2 3 4 5 EXPECTED: Set 1 Word Time 6 7, ditties EXCEEDING: Set 2, green/purple books	FOCUS GROUP: Set 1 blending, ditties EXPECTED: Set 2, green/purple books EXCEEDING: Set 2, pink/orange books
Y1	FOCUS: Set 1 and 2, green books EXPECTED: Set 2, read some Set 3, orange books EXCEEDING: Set 2, read most Set 3, yellow books	FOCUS: Set 2, purple books EXPECTED: Set 2, read most Set 3, yellow books EXCEEDING: Set 2, read all Set 3 (spell some), blue books	FOCUS: Set 2, some Set 3, pink/orange books EXPECTED: Set 2, read and spell all Set 3, blue books EXCEEDING: Set 2, read and spell Set 3, grey books - completed programme
Y2	FOCUS: Set 2, read and spell Set 3, orange books EXPECTED: Set 2, read and spell Set 3, grey books/ completed programme	FOCUS: Set 2, read and spell Set 3, yellow books EXPECTED: Set 2, read and spell Set 3, grey books/ completed programme	FOCUS: Set 2, read Set 3 (spell some), blue books EXPECTED: Read and spell Set 2 and Set 3, completed programme

Appendix 5

RWInc Expectations for Learning Sounds in Year 1

Term Set	Expected number of sounds
Baseline (end of YR)	41
Autumn half term	47
End of Autumn term	56
Spring half term	64
End of Spring term	74
Summer half term	74
End of Summer term	74

End of Year Age Related Expectations for RWInc Books Bands Mapped Against Oxford Owl Reading Book Bands

Summer Term End of Year Expectations	RWInc	Book Bands
Nursery	Learning individual sounds and building words	Lilac
		Pink
		Red
YR Expected	Green	Yellow
YR Expected	Purple	Light Blue
YR Exceeding	Pink	Green
	Orange	Orange
	Yellow	Turquoise
Y1 Expected	Blue	Purple
	Blue	Gold
Y1 Exceeding	Grey	White
	Grey	
Y2 Expected	Off the RWInc Programme	White
Y2 Exceeding		Lime

Appendix 6

Interventions at St Mary's							
	Language & Communication	Cognition & Learning			Physical & Sensory	Social, Emotional & Mental Health	Outside Agency
		Reading	Writing	Maths			
EYFS	NELI Speech & Language PECS	RWInc Phonics-1:1 Pinny Time	Nelson Handwriting	Precision Teaching	Bag time Occupational Therapist Physio Sensory circuits	ELSA	SEBDOS MHST
KS1	Vocabulary Pre-Teaching Speech & Language PECS	RWInc Phonics-1:1 Pinny Time Reading: Fluency	Nelson Handwriting	Precision Teaching			
KS2	Vocabulary Pre-Teaching Speech & Language	RWinc Phonics Reading: Fluency Reading: Comprehension	Nelson Handwriting Get Spelling	Catch-Up Numeracy			

Recovery Curriculum:

Friday after school tuition and Third Space Learning

Tracking Interventions using Provision Mapping Tool

At St Mary's, interventions are monitored and tracked using Provision Map, an online tool. Data collected includes the names of pupils participating, frequency of the intervention, duration of each session and staff member leading the intervention. All interventions are reviewed at the end of the agreed timeframe of support and progress is evaluated. Provision Map also provides the ability to track value for money in terms of specific interventions in line with pupil outcomes. The staff member delivering the intervention is responsible for ensuring that interventions are recorded and reviewed on Provision Map. All teachers and support staff have received training in how to use this. Review data will inform PPMs and will help identify interventions that have had the greatest impact.

Appendix 7

English Assessment Process at St Mary's

READING ASSESSMENT PROCESSES AT ST MARY'S					
Subject Area	Type of Assessment	Lead Adult for Assessment & Purpose of Assessment	Year Group/Phase	Frequency of Assessment	Data Recorded On
Phonics	RWI Colour Band Assessment	<p>Lead Adult: Phonics Lead</p> <p>Purpose:</p> <ul style="list-style-type: none"> Assess pupil's decoding and blending skills. Inform the next half term's phonics groups and identify individual sound gaps. 	EYFS 2 & KS1	Half Termly	<p>RWInc Portal</p> <p>Shared School Drive (Public Data)</p>
Phonics	RWInc Colour Band Assessment	<p>Lead Adult: Phonics Lead</p> <p>Purpose:</p> <ul style="list-style-type: none"> Assess the number of words read per minute. Assess pupil's decoding and blending skills and identify individual sound gaps. 	KS2	Half Termly	<p>RWInc Portal</p> <p>Shared School Drive (Public Data)</p>
Reading	NFER Test	<p>Lead Adult: Phase Lead & Assessment Lead</p> <p>Purpose:</p> <ul style="list-style-type: none"> Assess comprehension skills. Assess pupil's ability to write answers in timed conditions. 	Y2-Y6	Termly	NFER Online Assessment Package
Reading	Salford Reading Test	<p>Lead Adult: Phase Lead & Assessment Lead</p> <p>Purpose:</p> <ul style="list-style-type: none"> to provide a standardised reading age baseline and to track progress through assessment of de-coding and comprehension skills. 	KS2	<p>September: Year group</p> <p>Half Termly: children not meeting chronological RAE</p> <p>New arrivals</p>	<p>Data shared with assessment lead</p> <p>Recorded on shared school drive.</p>
Reading	PM Benchmarking Test	<p>Lead Adult: Phase Lead and Class Teacher</p> <p>Purpose:</p>	Y2 (GD) & KS2	Half Termly: children not meeting chronological RAE	<p>PM Benchmark Test</p> <p>Teachers' own assessment tracking system</p>

		<ul style="list-style-type: none"> To assess children's reading comprehension and identify whether they require a RWInc book banded book/free reader. 		New children	
Reading	Alpha Assess	Lead Adult: Phase Lead Purpose: <ul style="list-style-type: none"> To assess children's reading comprehension ability. 	Y1 & Y2 KS1	Termly: children not meeting chronological RAE New children	Alpha Assess Test Teachers' own assessment tracking system
Reading	Year group moderation of judgements	Lead Adult: Phase Lead Purpose: <ul style="list-style-type: none"> Summative Teacher Assessment 	KS1 & KS2	Termly: Autumn 2 Spring 2 Summer 2	Sonar-Juniper Online Assessment Package
Reading	Formative Teacher Assessment	Lead Adult: Year Lead Purpose: <ul style="list-style-type: none"> To inform planning for next half term 	KS1 & KS2	Half Termly	Teachers' own assessment tracking system

WRITING ASSESSMENT PROCESSES AT ST MARY'S

Subject Area	Type of Assessment	Lead Adult for Assessment & Purpose of Assessment	Year Group/Phase	Frequency of Assessment	Data Recorded On
Writing: Spelling	Spelling Test	Lead Adult: Class Teacher Purpose: <ul style="list-style-type: none"> To consolidate learning takes place in RWinc Get Spelling 	KS2	Weekly	Teachers' own assessment tracking system
Writing: Handwriting	Nelson Handwriting Assessment	Lead Adult: Handwriting Lead Purpose: <ul style="list-style-type: none"> Diagnostic assessment 	EYFS 2 & KS1	Half Termly	Teachers' own assessment tracking system
Writing: Grammar & punctuation	NFER Test	Lead Adult: Assessment Lead Purpose: Assess understanding of	KS2	Termly	NFER Online Assessment Package

		<ul style="list-style-type: none"> grammatical terms punctuation terms application of knowledge to context free writing 			
Writing: Composition	Diagnostic assessment of pupil's ability to secure learning intentions and success criteria	Lead Adult: Class Teacher Purpose: <ul style="list-style-type: none"> To inform planning for next step learning 	KS1 & KS2	Daily through: <ul style="list-style-type: none"> Live modelling Live marking 1:1 conferencing Guided group work Written feedback 	Target Card: pupils log of written targets they have secured and those that they need to secure
Writing: Composition	Year group moderation of judgements: Two examples of extended writing pieces written across the half term assessed against end of year expectations.	Lead Adult: Phase Lead Purpose: <ul style="list-style-type: none"> Summative Teacher Assessment 	KS1 & KS2	Termly: Autumn 2 Spring 2 Summer 2	Sonar-Juniper Online Assessment Package
Writing: Composition	Formative teacher assessment of: Most recent example of extended writing pieces assessed against end of year expectations.	Lead Adult: Year Lead Purpose: To inform planning for next half term by assessing application of: <ul style="list-style-type: none"> Punctuation Grammar Spellings Compositional effect devices 	KS1 & KS2	Half Termly	Teachers' own assessment tracking system

PROCESS FOR MODERATION OF ENGLISH JUDGEMENTS AT ST MARY'S**Process and Evidence Guide:**

Subject	Process	Evidence to be used as part of the process
Reading	Class Teacher: weekly Purpose: <ul style="list-style-type: none"> To inform lesson planning and interventions. 	Evidence from: <ul style="list-style-type: none"> Independent and whole class reading lessons. Written evidence from Reading Book, Reading Records, cross curricular reading opportunities. informal observations and the teacher's professional knowledge.
	Year group: half termly Purpose: <ul style="list-style-type: none"> To inform medium term planning and intervention groupings 	Evidence from: <ul style="list-style-type: none"> Independent and whole class reading lessons. Written evidence from Reading Book, Reading Records, cross curricular reading opportunities. informal observations and the teacher's professional knowledge.
	Phase: termly Purpose: <ul style="list-style-type: none"> To track pupil progress and inform intervention groupings 	Evidence from: <ul style="list-style-type: none"> RWInc Colour Band Assessment Alpha Assess Test PM Benchmark Test NFER Test Salford Test Written evidence from Reading Book, Reading Records, cross-curricular reading opportunities.
	Cross-school: annually Purpose: <ul style="list-style-type: none"> Staff professional development 	Evidence from: <ul style="list-style-type: none"> RWInc Colour Band Assessment Alpha Assess Test PM Benchmark Test NFER Test Salford Test Written evidence from Reading Book, Reading Records, cross-curricular reading opportunities.
Writing	Class Teacher: weekly Purpose: <ul style="list-style-type: none"> To inform lesson planning and interventions. 	Evidence from: <ul style="list-style-type: none"> Independent application in: English composition, handwriting and Get Spelling lessons. Written evidence from English, science, history and geography lessons. Informal observations and the teacher's professional knowledge.
	Year group: half termly Purpose: <ul style="list-style-type: none"> To inform medium term planning and intervention groupings 	Evidence from: <ul style="list-style-type: none"> 2 Extended writing pieces written in the Extended Writing Book across the half term.
	Phase: termly Purpose: <ul style="list-style-type: none"> To track pupil progress and inform intervention groupings 	Evidence from: <ul style="list-style-type: none"> 4 Extended writing pieces written in the Extended Writing Book across the term.
	Cross-school: annually Purpose: <ul style="list-style-type: none"> Staff professional development 	Evidence from: <ul style="list-style-type: none"> All extended writing pieces written in the Extended Writing Book across the year.

Appendix 9

Moderation Process for Reading, Writing, Maths

Section A

Ranking children's writing acts as a starting point for professional dialogue about what a good piece of writing looks like and is supportive of making effective judgments.

1. Per class, rank the children's writing from 1-30, 1 being the most proficient, 30 being the least proficient, when assessed against the end of year ITAF statements.
2. Use the above ranking order to rank the cohort 1-90, 1 being the most proficient, 90 being the least proficient, when assessed against the end of year ITAF.
3. Keep a record of the ranking order to refer to during the moderation process.
4. Use the ITAFS for reading/writing/maths as appropriate.
5. Go through each ITAF statement one -by-one, and the teacher to look back across x4 pieces of work to evidence where the child has met each of the ITAF statements.
6. Work through each ITAF statement sequentially.

Child Assessed at Below ARE

1. Use the WT ITAF statements and follow step 2 and 3 from Section A to confirm that the assessment is correct.
2. Once complete, repeat step 1 using the ARE ITAF statements. This will identify points for development/next steps for the child.

Child Assessed at ARE

1. Use the WT ITAF statements and follow step 2 and 3 from Section A to confirm that the assessment is correct.
2. Once complete, repeat step 1 using the ARE ITAF statements to confirm that the assessment is correct.
3. Once complete, repeat step 1 using the GD ITAF statements. This will identify points for development/next steps for the child.

Child Assessed at GD

1. Start with the WT ITAF statements and follow step 2 and 3 from Section A.
2. Once complete, repeat step 1 using the ARE ITAF statements and follow step 2 and 3 from Section A.
3. Once complete, repeat step 1 using the GD ITAF statements to confirm that the assessment is correct.

***See English Handbook pp10-13 for further support and guidance.**