

Maidensbridge Primary School

Assessment Policy



Policy Date	Review	Reviewed By
May 2026	May 2027	G Morgan
Version 5		

Aims of the Policy

At Maidensbridge we believe that having an accurate picture of both the attainment that children are making year on year, and the progress that children are making within each academic year is of paramount importance. There are many reasons for this:

- a) To ensure each child is working to their full potential and making the progress that they should be from their starting point.
- b) To ensure any children not making sufficient progress or those working below age expectations are quickly identified and necessary interventions put in place to close the gap.
- c) To ensure teachers, support staff have an accurate picture of the level of attainment in their class/teaching group.
- d) To ensure teachers and support staff have an accurate picture of the level of progress that children in their class/teaching group are making at assessment points throughout the year.
- e) For senior leaders to be able to track attainment and progress in each class, and look at prior assessment data to ensure children make at least expected progress across the different phases.
- f) To ensure there is regular assessment to address gaps in children's learning.

Assessments

There are a number of ways in which the attainment and progress of each child is measured and represented.

NTS Tests and Rising Stars SPAG Assessments (Years 1-5)

A measure to formally assess children's learning and be able to make a judgement as to whether children are working below, in line or at greater depth against their year groups expectations.

- These are to be completed termly in an assessment week determined by SLT at the start of each academic year.
- NTS Tests will be for Reading and Maths and match closely to the SATS tests that children have to complete in Year 6.
- Children will also complete Rising Stars SPAG assessments.
- The score that children achieve in these tests converts to a scaled score and from this it can be determined whether children are working below expected, at expected or at greater depth for their year group.
- Staff need to identify the gaps from specific tests to help them plan in order to address these gaps swiftly.

- Once all test scores have been submitted onto Arbor, data will be analysed for each year group to identify those children who are not on target from their last assessment point and action plans created for individual children and groups in progress meetings. Summative assessments should also be used to inform future planning.

SEND

Some children in each year group may not be able to access the year group tests. Assessments and therefore progress may then be identified through:

- Completing a test from the Key Stage or year group below.
- Assessments against the AAT tracker.
- Outside agency reports. Including Learning Support Service reports which show progress made in areas such as a child's reading age. These reports also show future targets.
- STAR reading tests reading age.
- RWI phonics screening scores.
- WellComm Early Years and Primary Speech and Language Toolkit screening.

The toolkits identify children who will benefit from extra speech, language and communication support and can be used as a measure of speech and language progress.

Statutory Assessments

Phonics

The statutory phonics screening check takes place in June for all year 1 pupils. The test is administered by a member of school staff trained in phonics. The test assesses children on how well they can decode words. Children who do not reach the expected standard will be given additional phonic support during Year 2 and re-assessed the following year. Children in KS2 who have not passed the PSC will receive intervention to address the gaps in their phonics knowledge.

Times table check

The statutory multiplication check takes place in June for all year 4 pupils. The test is online and checks on times table fluency. The test can be used to identify pupils who have not yet mastered their times tables so that additional support can be provided.

Key Stage 2

Key Stage 2 statutory assessments take place in the May of year 6. They are formal tests in Maths, Reading and grammar, punctuation and spelling. These tests are both set and marked externally. Teacher assessment is submitted for writing and Science.

In order to monitor progress and prepare for these assessments, year 6 will complete an initial baseline statutory assessment in September and then periodically throughout the year. Dates are determined by SLT at the start of each academic year. Data after each assessment will be analysed to identify those children who are not on target from their last assessment point. Teachers need to identify the gaps from tests to help them plan in order to address these gaps swiftly.

Subject specific Assessments

Each subject is unique. It therefore appropriate that each subject has some subject specific assessment guidance and procedures.

English

Writing

Maidensbridge Writing Assessment is used to assess the level of children's writing after every three pieces of writing. It may be appropriate for some pupils to be working on the AAT tracker. As part of the assessment process, teachers will moderate judgements. Termly, data will be analysed to identify children who are not on target from their last assessment point and action plans are created for individual children and in progress meetings. Prior attainment grids will be produced for each year group to enable easy identification of those children who are not making adequate progress.

Phonics

The school follows the Read, Write Inc sessions phonics scheme and this is taught for 1 hour per day in Reception and Year 1 and to those children in Year 2 who have not yet passed the phonics screening check. All children accessing phonics are grouped in accordance to their individual needs and are in appropriate groups coloured within the scheme. Children working below their chronological age are identified and receive extra 1:1 tutoring to enable them to catch up with their peers. Children are assessed every half term as to their position within the scheme using the RWI assessment form and then grouped accordingly.

Reading

Once children have passed the phonics screening check in Year One and have an appropriate level of fluency, they will be assessed using the STAR Reading assessments to determine a ZPD score for the Accelerated Reader programme. This assessment will be repeated 5-6 times throughout the year to establish current reading ages and ensure that children are continually accessing texts appropriate to their level of reading and comprehension ability. Additionally, Class teachers will check reading speed and fluency with the required word reading list. Children working below their chronological age are identified and receive extra reading support to enable them to catch up with their peers.

Maths

The Ready-to-Progress criteria is used alongside the 'White Rose Maths' scheme. Ready-to-progress objectives are highlighted green when pupils demonstrate deep understanding. The Ready-to-Progress criteria is designed to support children's mastery of the curriculum and to help connect prior learning to new learning. They are intended goals for the end of each year. Gaps should be addressed through pre-teaching and interventions. End of unit tests should also be used from the 'White Rose Maths' scheme to assess understanding.

History

Comparison of time periods lesson completed at end of second and third unit of History taught throughout the year for Key Stage 2 classes. The first unit could be a comparison back to time periods studied the previous academic year.

RE

Lesson 5 in each unit should be used as an assessment of the children's learning.

PSHE

A reflection opportunity should be created at the end of each topic. An age-appropriate reflection template should be used.

P.E.

Teachers should complete Get Set4pe assessments after each unit. This helps build up a picture of whether a child is working below, inline or above the expected standard in all areas of physical education.

Daily Assessment Practices

Every teaching and learning task or activity offers assessment opportunities that are embedded in day-to-day classroom practice as a means of continuously assessing knowledge and to inform in the moment and future planning.

These practices include;

Teaching and Learning Strategies

Staff will use a range of teaching and learning strategies in line with the school Teaching and Learning policy to check on and assess understanding. Assessment takes place through marking against success criteria, recall tasks to revisit previous learning (this could be learning from the previous lesson, unit or year), anchor tasks, Flashbacks, Quizzing, effective questioning techniques, Pink to Thinks and challenges.

Adaptive Teaching Methods

During everyday teaching, on-going assessment practices are essential to obtain evidence of learning to make those-in-the-moment adjustments, where required, such as changing pitch or pace, re-teaching content that hasn't been fully understood, using flexible groupings, adapting language or using questions to probe further and stretch.

Providing feedback to pupils

Feedback and marking should be in line with the school policy. Strategies include:

- live marking
- using a green highlighter to identify learning questions and success criteria achieved and to emphasise what is good about the piece of work.
- using a pink highlighter to identify areas children need to improve or change.
- providing a pink to think comment to challenge, improve a task or give a modelled example.
- self-assessment and peer assessment.

Staff will use Marking Response Time at the start of every lesson for children to respond in purple pen to their feedback. This may be written or verbal feedback.

Interventions should take wherever possible prior to the next lesson if there are misconceptions.

Assessment in the EYFS

Baseline Assessment

During the first 6 weeks in school, children will undertake the statutory reception baseline assessment. The RBA is an activity-based assessment of pupils' starting points in language, communication and literacy and mathematics.

WellComm

During the first six weeks in Preschool or after starting Reception class, children will be screened using the WellComm Early Toolkit to identify those children who will benefit from extra speech, language and communication support.

Ongoing assessment and observations

Ongoing assessment is an integral part of the learning and development process in the Early Years. It involves Early Years practitioners observing children to understand their interests, learning styles and stages of development, in order to plan experiences that will challenge and extend their existing skills.

Each child has a unique set of abilities and talents, observations in different situations capture these first hand. Observing what they choose to do, what their interests are and what resources they are engaging with, provides practitioners with reliable information about children as individuals. Observations provide opportunities to gauge children's needs and so more accurately plan next steps in their learning. Systematic observations take place on a regular basis as part of the daily routine in Preschool and Reception. Sharing and discussing observations with the children, their parents and other members of the EYFS team provides a starting point for a holistic approach that will ensure that the child is always central to what is planned.

Observations of achievements in Preschool and Reception will be captured and recorded using Tapestry online Learning Journey. It is not expected that every observation will be recorded this way as some every day observations will add to practitioner's overall knowledge about the child.

Tapestry Online Learning Journey

Observations conducted using Tapestry will include cross-reference to the corresponding Early Years Outcomes and Characteristics of Effective Learning.

Once registered, parents and carers can view their child's Online Journal and leave feedback comments.

EYFS Progress

Progress is recorded at key times in the academic year:

- End of the Autumn Term
- End of the Spring Term
- End of the Summer Term

Data will be analysed termly to identify those children who are working below their chronological age and action plans created for individual children and groups in progress meetings.

EYFS Profile

In the final term of Reception, a judgement for each aspect of learning is made for each child against the Early Learning Goals (ELG's).

One of the following judgements will be made:

- At the **Expected** level of development.
- At the **Emerging** level of development.

The judgements are submitted to the LA in June.

Monitoring

Monitoring of assessment will form part of the monitoring cycle in line with subject specific monitoring and the monitoring of marking and feedback. internal and external moderations will check that teacher judgements are secure. In addition, pupil study learning walks and pupil voice focuses on target children to ensure provision means that no children is left behind.

This policy also should run in line with the marking and feedback, teaching and learning and presentation policy that staff use on a day to day basis.