Assessment Policy

Bonner Primary School

Confidence, respect and a love of learning

Written by: Shazan Hussain
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Date to be reviewed: Autumn 2027

Assessment and Feedback

1. Aims:

This policy aims to:

- Provide clear guidelines on our rigorous and responsive approach to formative and summative assessment
- Ensure a consistent and coherent approach to recording summative assessment outcomes and reporting these to parents and carers.
- Set out how, when, and by whom assessment practices will be monitored and evaluated to maintain high standards and support pupil progress.

2. Principles of Assessment:

At Bonner, we see assessment and feedback as an integral part of teaching and learning. The Education Endowment Foundation shows that high-quality feedback can provide an additional 8-months progress in pupil attainment per year, if used properly. There is always a clear purpose for the assessments which teachers and support staff undertake. Assessments are clear, reliable and free from bias. Assessment is inclusive of all abilities.

Assessment and feedback are used by leaders, teachers and support staff to:

- Inform next steps in teaching and learning
- Promote and emphasise the opportunity for all children to succeed
- Monitor and support all children's progress, attainment and wider outcomes
- Support informative and productive conversations with children and parents
- Identify areas for development and drive school improvement

3. Assessment Strategies

We use three broad overarching forms of assessment:

1. Ongoing, day-to-day formative assessment (Assessment for Learning)
2. In-school summative assessment (Assessment Of Learning)
3. Nationally standardised summative assessment.

3.1 Ongoing, Day-to-Day Formative Assessment:

Day-to-day formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand children's performance on a continuing basis, informing teachers in real time, enabling them to identify when children are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (adaptive teaching strategies) or next steps to deepen learning as necessary and inform progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Our High Expectations

At the end of each lesson, half term, and term, teachers are able to articulate how much progress individual children are making in their learning—both against the previous term and against the

previous key stage. They can also identify any groups who may need class-based intervention to ensure that all children make good progress.

Why?

Effective in-school formative assessment enables:

- **Teachers** to identify how children are performing on a continuing basis and to use this information to provide appropriate support through adaptive teaching strategies, plan next steps to deepen learning, and evaluate the impact of their teaching.
- **Children** measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** gain a broad picture of where their child's strengths and areas for development lie, and how they can support progress.

How is Assessment for Learning carried out?

Formative assessment is an ongoing process that takes place continually in a Bonner Primary classroom. By using formative assessment strategies, teachers are able to adapt the learning to ensure good progress and outcomes for all children.

Teachers:

- Know and understand how to assess relevant subject and curriculum areas
- Make use of a range of formative assessment strategies as set out below

Here are some strategies used, including but not limited to:

3.1 Questioning

Questioning at Bonner is designed to promote curiosity, stretch thinking, and deepen understanding. Teachers listen carefully to children's responses and adapt the learning accordingly. Strategies include:

- **Cold Calling** – targeted questioning directed at individual children to check understanding and challenge thinking
- **Think–Pair–Share** – giving children time to reflect, discuss with a partner, and then share with the class
- **Talk Partners** – structured opportunities to verbalise thinking, reason, and explain ideas with a peer

3.2 Verbal Feedback

Verbal feedback provides pupils with immediate, purposeful information about their learning in relation to the objective. It guides improvement, reinforces strengths, and helps pupils move forward. At Bonner, verbal feedback is:

- Prompt and responsive to pupils' answers, comments, or work
- Positively framed and encouraging
- Focused on clarifying misconceptions or identifying the next step
- Specific and process-focused, always linking back to the learning objective
- Shared privately or sensitively with the class so that everyone can learn from the feedback

3.3 Self Assessment

At Bonner, we encourage children to take ownership of their learning through self-assessment. Teachers provide clear success criteria and give pupils dedicated time to reflect on their work against these criteria. This enables children to identify their strengths, recognise areas for improvement, and plan their next steps. Children use a green pen.

3.4 Peer Assessment

Peer assessment is used to develop reflective and independent learners. When children evaluate each other's work, they learn to give constructive feedback, which strengthens their own understanding and self-confidence. Teachers model and explicitly teach how to provide useful, respectful feedback and how to act upon it. Children use a green pen.

Aims of feedback

Feedback can be written or verbal, and can be focused on an individual, group or whole class. School leaders and class teachers are aware that quantity does not equal quality. Quality is demonstrated by children's ability to move forward in their learning.

Written Feedback	Verbal Feedback
Must be meaningful, manageable and motivating • Can celebrate success, highlight misconceptions and provide next steps. • Is linked to the learning intention • Uses the success criteria • Can be completed in red pen	• Can be in response to children's answers, comments or learning • Can clarify a misconception or identify a next step • Can be privately shared or sensitively shared with the class, where the whole class can celebrate or learn from a mistake

(See Marking & Feedback Policy)

3.2 In-School Summative Assessment

Our High Expectations

At the end of each lesson, half term and term, teachers are able to articulate how much progress individual children are making in their learning, both against the previous term and against the previous key stage. They can identify any groups who may need class-based intervention to ensure all children make good progress.

Why?

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Children** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

How?

Children are assessed at a point in time. They are assessed as:

- GDS - working at greater depth
- EXS - working at the expected level for this point in the year
- WTS - working towards the expected level for this point in the year
- BLW - working at Year XX level

In Y1-Y6, children are teacher-assessed 3 times per year in Reading, Writing and Maths. Teachers use a combination of assessments these areas:

<table>
<tr><th></th><th colspan="2">Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr>
<tr><td>Reading</td><td colspan="2">RWI Phonics every ½ term

Comprehension Assessment termly RWI Running Record for child up to Yellow
PM Benchmark Yellow + (from PM Turquoise)</td><td colspan="3">Star Reader Standardised Score

<84 = BLW
85-96 = WTS
97-119 = EXS
120+ = GDS</td><td>Star Reader

Past SATs Papers</td></tr>
<tr><td rowspan="2">Maths</td><td colspan="5">End of Unit assessments completed when a unit is complete in each half term</td><td rowspan="2">Past SATs Papers</td></tr>
<tr><td colspan="2">Summer Term - Power Maths End of Year Assessment</td><td colspan="3">Summer Term - Power Maths End of Year Assessment
<20% = BLW
20-50% = WTS
50-89% = EXS
90%+ = GDS</td></tr>
<tr><td>Writing</td><td colspan="6">Teacher assessment against the Tower Hamlets Teacher Assessment Framework (TAF)</td></tr>
</table>

Reading:

Reading is assessed using a variety of tools in different year groups. As a RWI school, our early readers follow the RWI assessment system. In KS2, we utilise Star Reader assessments from Renaissance Place.

EYFS/Year 1/Year 2 RWI Phonics:

- RWI Phonics assessment each half term, undertaken by 2 staff members (where possible) who assess all children in EYFS/KS1. This is to ensure consistency.
- A sound analysis grid is completed, identifying any sounds which children do not know. Following each half termly assessment, parents and carers are notified of gaps in their children's understanding.
- A group meeting takes place after assessment in order to group children effectively and share the sounds needed. The 'What to Teach When' RWI document is used to support this.
- Phonics Screening for Y1 takes place in Summer 2
- A final RWI phonics assessment takes places in the final two weeks of term to support transition into the next year group and ensure phonics groups can start immediately in September
- Children in Year 2 who did not pass the Year 1 Phonics Screening will continue to undertake RWI Phonics Assessments.

Year 1/Year 2 Comprehension:

- Assessment of children's comprehension is completed through running records
- Children on Turquoise level books and above are assessed with PM Benchmark running records.

- In Year 1 running records are completed in Autumn 2 and Summer 2 where appropriate through RWI assessment.
- In Year 2, running records are completed in Autumn 2, Spring 2 and Summer 2.
- Details below about the expected levels for each term:

	RWI Levels		PM Benchmark Book Bands (Not used for children reading below Turquoise)	
End Reception	Green	Purple	~~Red~~	
Y1 Autumn EXS	Pink	Orange	~~Yellow~~	~~Blue~~
Y1 Spring EXS	Orange	Yellow	~~Green~~	~~Orange~~
Y1 Summer EXS	Blue	Grey	Turquoise	
Y1 Summer GDS	Grey		Purple	
Y2 Autumn EXS	Grey		Purple	
Y2 Spring EXS			Gold	
Y2 Summer EXS			White	
Y2 Summer GDS			Lime	

KS2 Reading:

- 3 assessment windows are open on Star Reader each year
- The window is open for two weeks, allowing children to complete the assessment at a time that suits
- Star Reader produces a standardised score and identifies 'on watch' children
- Bonner's interpretation of the standardised scores are:
  - <85 - BLW
  - 85-96 = WTS
  - 97-119 = EXS
  - 120+ = GDS
- Past SATs papers are completed each half term in Year 6
- Results may be shared with children, where appropriate, for children to be aware of their successes and next steps for learning.

Maths:

- We use Power Maths assessments for Y1 to Y5. Y6 completes past SATs papers each half term.
- Each half term, End of Unit Assessments are completed when the children have completed the programme of study.
  - This includes an arithmetic paper and a reasoning paper
  - There are no time limits for these papers as it is an assessment of their knowledge and learning, not of their speed
  - The reasoning papers are read aloud to the children to support them demonstrating their maths skills rather than reading skills

        - Questions can be rephrased, but Maths vocabulary cannot be explained
- Results are entered onto the Active Learn Power Maths Markbook. This provides a gap analysis which teachers then use to inform planning for the subsequent term. Gaps are taught through consolidation lessons. This data is then transferred by class teachers on to Insight Tracker.
- SATs papers are used in Y6.
- Assessment outcomes may be shared with children, where appropriate, for children to be aware of their successes and next steps for learning.

For Pupil Progress Meetings and data deadlines:

- An average is taken of the assessments to date to even out the peaks and troughs across different areas of maths and to more accurately track attainment.
    - Autumn 2 Pupil Progress Meetings: average of Autumn 1 Reasoning and Arithmetic
    - Spring 2 Pupil Progress Meeting: average of Autumn 1, Autumn 2 and Spring 1
    - Summer 2 Pupil Progress Meeting: An average of all assessments

Writing:

- Children's performance as writers is assessed at the end of each term, using the Tower Hamlets writing statements and the Primary Ed exemplification materials or end of key stage exemplification materials
- This is completed using children's normal English books and other subject books where appropriate
- Teachers select 2/3/4 good examples of writing per term which children have completed as part of their sequence of English learning. A range of text types are included.
- Teachers assess children three times a year in writing, based on what they are on track to achieve by the end of the year:
    - BLW at YX Level – if a child is on track to be working below their year group level by the end of the year.
    - WTS – if a child is on track to be working towards the expected standard.
    - EXS – if a child is on track to meet the expected standard by the end of the year.
    - GDS – if a child is on track to be working at greater depth within the expected standard by the end of the year.
- Children do not undertake 'cold writing tasks' for assessment, but teachers are aware of the level of independence in each sample that they choose. Children can use support resources to write (e.g. word banks, etc.) but this aspect of the assessment statements is not then credited. E.g. if a child uses a given word like 'spikey', the child does not get credit for using that word or spelling it correctly. This piece of writing can still be used to assess their punctuation, cohesion, handwriting, etc.
- Teachers use their professional judgement to decide on the level of independence following the STA guidance below:

What is independent?	What is not independent?
• emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about	• modelled or heavily scaffolded • copied or paraphrased • edited because of direct intervention by a teacher or other adult – for example, when the

● enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves ● has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation ● is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher	pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct ● produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text ● supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

- Before each assessment week, teachers hold writing moderation sessions to ensure the accuracy of judgements.
- Subject leaders and school leaders also conduct moderation to ensure accuracy.

EYFS Assessment:

- EYFS teachers assess children termly against the new EYFS framework
- Nursery children are assessed as 'Emerging' or 'Expected' for this point in time, in at prime areas only
- Reception children are assessed as 'Emerging' or 'Expected' for this point in time, in at 17 areas
- RWI Phonics Assessments are undertaken every half term (as detailed above)
- Teachers are not expected to provide physical evidence for every area, but are expected to speak confidently about individual children, providing specific examples of what children can do in each.
- Tapestry and children's special books are used to support teachers as needed
- Moderation amongst the team takes place termly and individual needs identified and planned for
- Pupil progress meetings identify which areas the cohort need further support with and specific actions are decided upon for enhancing provision or targeting children

Data Analysis:

At Bonner, we use **Insight Tracker** to record and analyse summative assessment outcomes in reading, writing and maths. Class teachers input assessment data three times a year, at the end of each assessment window: **Autumn 2, Spring 2 and Summer 2**. This consistent approach allows us to monitor pupil progress closely, identify trends across cohorts and groups, and ensure targeted support and interventions are put in place where needed.

The Assessment Lead provides information termly to class teachers about:

- The percentage of the class working at the expected, greater depth standards and working towards and below the expected standard.
- Progress against pupils' prior attainment group from the previous key stage
- Progress against the last assessment window
- Children on track in all areas (reading, writing, and maths combined)

- Group analysis of gender, disadvantaged pupils, SEND, and ethnicity where possible

3.3 Nationally Standardised Summative Assessment

Our High Expectations

Children at Bonner Primary meet or exceed National and local standards. Teachers in all year groups are knowledgeable of the national assessments and ensure their classes make progress towards meeting national expectations. All staff are responsible for the progress of our children.

Why?

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Children** and **parents** to understand how children are performing in comparison to children nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in Year 1
- Multiplication Screening Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2

4. Collecting and Using Data

Ongoing, day-to-day, formative assessment can be collected and recorded in any format the teacher chooses. These assessments will be shared during pupil progress meetings (see below)

Internal summative assessments will be monitored and tracked by the Assessment Lead and relevant subject leaders. Analysis will be shared with class teachers. This will be available to subject leaders for their own analysis of standards and intervention in their subject area.

Nationally standardised summative assessments will be shared with core subject leaders and teachers during staff meetings to inform teachers of national expectations and allow teachers to assess their own performance in the broader national context.

Pupil Progress Meetings

Following formative and summative teacher assessments, pupil progress meetings will be held to discuss the learning of all children. Pupil progress against prior attainment is discussed, as well as children's well-being, breadth and depth of knowledge, understanding and skill levels.

The purpose of pupil progress meetings is to celebrate children's strengths, identify areas for development, and discuss the adaptations needed to ensure all children succeed. They also provide an opportunity to review the impact interventions for key children and quality-first teaching strategies. Where possible, all adults involved with the children take part in the meetings. These meetings help support action planning for the following term.

Below is a proposed assessment cycle for 2025/26:

Autumn 1	
Week	**Action**
Week 2 - 7	Reception Baseline
Week 7	Parent's Evening RWI Assessments
Autumn 2	
Week	**Action**
Week 3	Whole School Writing Moderation
Week 4 & 5	Summative Assessment Week & Data Deadline for Insight Tracker
Week 6	RWI Assessments Whole School Data Analysis Pupil Progress Meetings
Spring 1	
Week	**Action**
Week 2	Mock SATs Week
Week 5	RWI Assessments
Spring 2	
Week	**Action**
Week 2	Whole School Writing Moderation
Week 3 & 4	Summative Assessment Week
Week 5	RWI Assessments
Week 5 & 6	Whole School Data Analysis Pupil Progress Meetings
Summer 1	
Week	**Action**
Week 2	Parents' Evening
Week 5	Y6 SATs Week

Week 6	RWI Assessments
Summer Half Term	
Week	**Action**
Week 1, 2 & 3	Multiplication Tables Check in Y4
Week 2	Phonics Screening in Y1
Week 3	Whole School Writing Moderation
Week 4	Summative Assessment Week Report Writing Deadline
Week 6	Pupil Progress Meetings/Handover Meetings Whole School Data Analysis Reports/Results Sent Home
Week 7	Parents Evening - Right to Reply

5. Reporting to Parents (See Appendix [1])

- Parents' Evenings are held in Autumn Term and Spring Term.
- Annual Reports are written in Summer Term.
- Data for EYFS Profiles, Phonics Screening Checks, Multiplication Checks and KS2 SATs results are reported at the same time.
- See Appendix 1 for examples of EYFS and KS1/KS2 Report templates
- Parents have a 'Right to Reply' Parents' Evening in Summer Term, after reports have been received.

6. Inclusion

The principles of this assessment policy apply to all children, including those with special educational needs and/or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of children's special educational needs and any requirements for support or intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We have the same high expectations for all children; however, this will take into account the effort each pupil puts in, as well as the outcomes achieved.

For children working below the nationally expected level of attainment, our assessment arrangements will consider progress relative to each pupil's starting point, alongside the nature of their learning difficulties.

6.1 Summative Assessment of children with SEND: Engagement Model

Children who are not accessing the subject-specific curriculum are assessed using the Engagement Model, which is statutory.

At Bonner, we:

- Use the Engagement Model to assess pupils who are working below the standard of national curriculum assessments and are not engaged in subject-specific study at the end of KS1 and KS2.
- Report to the DfE which pupils are assessed using the Engagement Model for KS1 and KS2 — schools are not required to submit any other data to the DfE about the progress of these pupils.
- Ensure that evidence of pupils' achievements and progress is included in the end-of-year academic report to parents, in line with The Education (Pupil Information) Regulations 2005 and paragraph 6.64 of the SEND Code of Practice.

The engagement model has 5 areas of engagement, these are:

Exploration	Realisation	Anticipation	Persistence	Initiation

Each of the five areas of engagement is interrelated and can provide a focus on how well pupils are achieving a specific outcome or individual development target, as set out in their Education, Health and Care plans or high-needs funding agreements. The five areas are not hierarchical, and there is no expectation that pupils demonstrate progress in all of them. Instead, each area represents what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding that enables pupils to become more independent in developing new skills or concepts.

For all pupils, including those with learning difficulties, progress is about change and development. This may relate to progress towards a curricular target or an outcome in a pupil's Education, Health and Care plan. Progress across the five areas of engagement should be measured by identifying how well established the pupil is in each area overall. This will vary for each pupil, according to their individual needs and starting points, as outlined in their Education, Health and Care plan.

To assist in identifying how well established a pupil is in a particular skill, and to assess their progress towards achieving their Education, Health and Care plan outcomes, teachers should consider:

- How independently the pupil can perform the skill, and the level of prompting or support required
- How accurate, confident, and consistent the pupil is when demonstrating the skill
- Whether the pupil can apply the skill in different contexts — for example, at different times of day, in different environments, with different adults, or among peers

6.2 Summative Assessment of children with SEND: Pre Key Stage Standards

For most children who are working below their age-related expectations, we identify the year group level at which they are currently working. For example, a child in Year 4 may be accessing the Year 1 maths curriculum. For any child working below Year 1 level, we use the pre-key stage standards for reading, writing, and maths.

	Reading	Writing	Maths
Standard 1	**Language comprehension** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): ● indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)…?' ● show anticipation about what is going to happen (e.g. by turning the page) ● join in with some actions or repeat some words, rhymes and phrases when prompted.	**Composition** The pupil can: ● say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the…zoo/park/shop/beach'). **Transcription** The pupil can: ● draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).	The pupil can: ● demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) ● distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects ● demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).
Standard 2	**Word reading** The pupil can: ● say a single sound for 10+ graphemes ● read words by blending sounds with known graphemes, with help from their teacher **Language comprehension** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): ● demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' ● join in with predictable phrases or refrains.	**Composition** The pupil can: ● say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,…we ate ice cream / I played in the sand / it was hot'). **Transcription** The pupil can: ● form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading ● identify or write these 10+ graphemes on hearing corresponding phonemes.	The pupil can: ● identify the big or small object from a selection of two ● sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles) ● say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) ● demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked ● copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).
Standard 3	**Word reading** The pupil can: ● say a single sound for 20+ graphemes ● read accurately by blending the sounds in words with two and three known graphemes. **Language comprehension** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): ● respond to questions that require simple recall ● recount a short sequence of events (e.g. by sequencing images or manipulating objects).	**Composition** The pupil can: ● make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences ● write a caption or short phrase using the graphemes that they already know. **Transcription** The pupil can: ● form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading ● identify or write these 20+ graphemes on hearing the corresponding phonemes ● spell words (with known graphemes) by identifying the phonemes and representing the phonemes with	The pupil can: ● identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 ● demonstrate an understanding that the last number counted represents the total number of the count ● use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present ● copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).

		graphemes (e.g. in, cat, pot).	
Standard 4	**Word reading** The pupil can: • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. **Language comprehension** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • talk about events in the story and link them to their own experiences • retell some of the story.	**Composition** The pupil can: • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. Transcription The pupil can: • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of).	The pupil can: • read and write numbers in numerals from 0 to 9 • demonstrate an understanding of the mathematical symbols of add, subtract and equal to • solve number problems involving the addition and subtraction of single-digit numbers up to 10 • demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. 2 + 2 = 4 and 3 + 1 = 4) • demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5) • demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3) • demonstrate an understanding that the total number of objects changes when objects are added or taken away • demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away • count to 20, demonstrating that the next number in the count is one more and the previous number is one less • recognise some common 2-D shapes.

7. Roles and responsibilities

7.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all children
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

7.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual children and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

8. Monitoring

This policy will be reviewed annually by the Assessment Lead and the Quality of Education link governor. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The senior and middle leadership teams are responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school, through:

- Lesson Visits
- Learning Walks
- Book Scrutinies
- Pupil Progress Meetings
- VIP Monitoring
- See Monitoring, Evaluation & Review (MER) Policy

Appendix 1:
KS1/KS2 Report:

End of Year Report

2022-2023

Name of child:		Year:	
Name of teacher:		Class:	

Curriculum Experiences in Year X:

English	
Maths	
Science	
Computing	
History	
Geography	
Music	
Art/ DT	
PE	
RE	
PSHE	

Your child's learning this year:

	Progress and Attainment				Effort and Engagement			
	Working below	Working towards	Working at expected	Working above	Never tries hard	Sometimes tries hard	Mostly tries hard	Always tries hard
Reading			X				X	
Writing			X				X	
Maths			X				X	
Science			X				X	

Next steps and support:	
Reading	
Writing	
Maths	

	Below 90% Persistent Absence	Below 95% Unsatisfactory	95 - 96% Satisfactory	97 - 98% Good	99 - 100% Outstanding
Attendance				X	

Class Teacher:	Headteacher: Nicola Denton

EYFS Report:

End of Year Report

2022-2023

Name of child:		Year:	
Name of teacher:		Class:	

Curriculum Experiences in Year X:

Communication & Language	
Personal, Social & Emotional Development	
Physical Development	
Literacy	
Mathematics	
Understanding the World	
Expressive Arts and Design	

Your child's learning this year:

	Effort and Engagement				
	Never tries hard	Sometimes tries hard	Mostly tries hard	Always tries hard	
Communication & Language			X		See Early Years Foundation Stage Profile for information about your child's current attainment
Personal, Social & Emotional Development			X		
Physical Development			X		
Literacy			X		
Mathematics			X		
Understanding the World			X		
Expressive Arts and Design			X		

	Below 90% Persistent Absence	Below 95% Unsatisfactory	95 - 96% Satisfactory	97 - 98% Good	99 - 100% Outstanding
Attendance				X	

Class Teacher:	Headteacher: Nicola Denton