

Caldecote Community Primary School



Assessment Policy

‘Care, Challenge, Persevere, Succeed – we are Caldecote!’

Review completed by Yaroslava Briggs: September 2024

Review: Annually

Policy on Assessment

Rationale

The purpose of this policy is:

- To support school improvement and the raising of standards of achievement and attainment for all our pupils.
- To emphasise our vision of the role of assessment as an integral part of teaching and learning.
- To define and provide guidance on use of formative and summative assessments.
- To provide clear guidelines for the implementation of the policy.
- To specify procedures for monitoring and evaluating assessment practices.
- To define clear responsibilities in relation to assessment.

Aims

- To gather information in order to understand, analyse and meet all pupils' needs.
- To inform teachers' planning and meet pupils' needs so that all pupils are enabled to make progress from their starting points and achieve highly.
- To identify and address gaps and misconceptions in pupils' knowledge, skills and understanding, accelerate pupil progress, develop fluency and commitment to the long-term memory.
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- To provide information to inform the school's strategic planning.
- To track individual, group and cohort progress.
- To allow children to be involved in their own learning.
- To inform the Governing Body of the school's standards and achievement.
- The positive achievements of a child may be recognised and the next steps are planned.
- Learning difficulties can be identified more quickly and appropriate help given.
- The overall achievements of the child can be recorded systematically.
- The school and child's achievements can be monitored.
- The legal requirements for record keeping, assessing and reporting can be met.

Introduction

Assessment is a continuous process which is integral to teaching and learning as it enables children to reach their true potential. It should be incorporated systematically into teaching and learning strategies in order to promote maximum progress for individuals, groups and cohorts. We use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children. We see assessment as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners

are in their learning, where they need to go and how best to get there.” *Assessment for Learning: Assessment Reform Group 2002.*

At Caldecote, we believe that effective assessment:

- Enables all children to demonstrate what they know, understand and can do in their work.
- Helps our children to recognise the standards to aim for, and to understand what they need to do next to improve their work.
- Allows teachers to plan work that accurately reflects the needs of each child and secures pupil progress in all areas of learning.
- Enables all children to make progress, including accelerated progress.
- Provides the school with information that allows senior leaders and governors to make judgements about the effectiveness of the school and set suitable targets.
- Provides regular information for parents and carers that enables them to support their child's learning.
- Provides an environment of success and praise that celebrates all learning.
- Promotes confidence, self-esteem and a positive attitude towards learning for all pupils.

Types of Assessment

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Formative assessment

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not 'formative' assessment could be shown to raise levels of attainment.

The key findings of their research showed that improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils
- the active involvement of pupils in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils
- the need for pupils to be able to assess themselves and understand how to improve

In practice, this means that teachers should use the following assessment for learning strategies in order to raise pupils' achievement in each year group:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self- and peer evaluation, including collaborative improvement
- effective feedback
- raising children's self-esteem

In other words, formative assessment is the ongoing, day-to-day, minute-by-minute assessment which is carried out by teachers and is the key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning.

We see formative assessment as the process of using evidence of achievement to adapt what happens in classrooms to meet learners' needs. The following main assessment for learning strategies are used across the school in daily lessons:

- clarifying, sharing and understanding learning intentions
- engineering effective discussions, tasks, and activities that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as learning resources for one another (collaborative improvement)
- activating students as owners of their own learning

We believe that teaching and learning is highly effective when teachers consistently apply the following in their daily practice:

- Establish where the students are in their learning – cold task and pre-teach analysis
- Identify the learning destination – relevant subject knowledge and curriculum expectations
- Carefully plan a route – teaching and learning sequence
- Begins the learning journey – daily lessons

- Makes regular checks on progress on the way – high quality interactions, discussions, effective questioning and instant feedback
- Makes adjustments to the course as conditions dictate – tasks that meet pupils' needs, time for practice and developing fluency

A cold task and pre-teach analysis are used by teachers to inform planning of a teaching and learning sequence for each unit as well as resources and additional support in order to meet the needs of all pupils and secure their progress.

Teachers use their subject knowledge to present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They must check pupils' understanding systematically, identify misconceptions accurately and relevant feedback that is timely, clear and direct. Teachers adapt their teaching based on high quality of interaction with pupils and close observations of their learning and progress. Teachers use assessment to help pupils to embed and use knowledge fluently across a range of subjects and contexts and to help them to remember long term the content they have been taught and make links to new knowledge and skills. The work given to pupils has to be meeting pupils' needs and match the aims of curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Feedback to Pupils

We believe that feeding back to pupils is very important because it tells them how well they have done, and what they need to do next in order to improve their work, secure and expand their understanding, knowledge and skills and gain fluency. We believe that the best feedback is when it is 'instant', given within a lesson, so that any misconceptions can be addressed and new knowledge and understanding can be secured. Feedback is effective if it helps children to make good or better progress. **“The only important thing about feedback is what students do with it,” Dylan William.** Teachers are expected to follow up the feedback given to pupils and allow time for relevant practice so that any gaps can be filled in, misconceptions corrected and new knowledge embedded in pupils' long term memory.

We believe in developing our pupils' learning power so that they become resilient, resourceful and reflective learners, who are confident to take risks and who develop strong positive relationships to support their own learning. We want our pupils to learn more than mere facts and content; we want them to acquire the skills to be good learners. We aim to develop resilience in our pupils, so they are willing to take risks in their future learning, accepting that making mistakes is an important part of the learning process. Through these skills children will have the capacity for greater success in reaching their potential as learners.

Our marking and feedback policy gives details of the strategies which are used by all staff to respond to children's work and should be read alongside this policy. We have an agreed code for marking which ensures consistency throughout the school and the best possible outcomes for our children.

Inclusion and assessment for learning

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs such as dyslexia.

Children with IEPs are assessed against their individual targets. For further guidance see the School's SEND Policy.

Summative assessment

Periodic assessment (Assessing Pupil Progress - APP)

This gives a broader view of progress for the teacher and learner using national standards and end of year attainment targets as stated in relevant Programmes of study in the New National Curriculum.

Pupils in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Reading, Writing and maths are assessed every half-term using relevant APPs based on attainment targets as defined by the National Curriculum. Teachers use their knowledge of individual pupils, evidence from pupils' books, interactions with pupils in daily lessons, formative assessment records, especially feedback to pupils and relevant evidence in pupils work, written or oral, showing pupils' progress with following feedback from their teacher. When assessing pupil progress, teachers should carefully consider how secure and fluent the skills, knowledge and understanding gained by pupils are and, whether there is a relevant evidence showing that pupils can apply those skills, knowledge and understanding in a range of contexts and across subjects over a longer period of time. These assessments are carried out towards the end of every term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

As reading is prioritised across the school, we also use the Benchmarking to assess pupils' progress, identify and address gaps, especially with weaker readers, who are Benchmarked half-termly or sooner depending on their progress. All pupils are benchmarked termly by a class teacher and an appropriately trained TA.

With the sharp focus being placed on teaching phonics to our younger readers, all pupils (Phase 1-5 Phonics) are regularly assessed, gaps identified and addressed in daily phonics lessons and relevant booster groups.

Teachers may use a range of resources, including relevant Rising Stars Progress tests, Assertive Mentoring tests, PM Benchmark, published standardised exemplification materials and sample test materials to support teacher's assessment judgement at the end of each term.

The tests' results are to inform teacher's assessment, however they must not translate into teachers' judgement on children's attainment for a particular assessment period.

Assessment in foundation subjects, Science and Religious Education

In foundation subjects (Art and Design, Computing, Design and Technology, French, Geography, History, Music and Physical Education), Religious Education and Science, pupils are assessed by the end of each unit; it based on evidence showing their progress made from their prior knowledge assessment (a cold task) and pre-teach analysis to the end of the unit with a relevant teaching and learning sequence that meets the needs of all pupils and builds towards specific end points. All assessments are recorded, analysed and are used to inform further teaching and learning, including applying gained knowledge and skills across other subject and a range of contexts. See Appendix 2.

National Statutory assessments

At key points through primary school, pupils are assessed against end of key stage national expectations. These are:

- Start of Reception (Reception Baseline Assessment - <https://receptionbaseline.education.gov.uk/>)
- End of EYFS (Early Learning Goals and Characteristics of Learning)
- End of Year 1 (Phonics Screening check)
- End of Year 2 (Phonics Screening check)
- End of KS1 (Year 2 Teacher assessment and SATs)
- End of KS2 (Year 6 Teacher assessment and SATs)

All pupils, key groups (SEND, Pupil Premium, LAC, EAL, White British, Boys, and Girls) and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings at the beginning of each term.

Assessment Criteria

We use attainment the National Curriculum attainment targets for each subject to assess pupils in KS1 and KS2 and the Development matters, Characteristic of Effective Learning and Early Learning Goals in EYFS to assess pupils throughout an academic year. Pupils are assessed in year group 'bands', with specific age related attainment expectations, which is divided as follows:

- Beginning (b+)
- Working Within (w+)
- Secure which includes Greater depth within expected standard (s and s+)

We expect all pupils to be working at least at Working within standard with the majority of pupils working at Secure or Greater depth with expected standard by the end of each academic year. By the end of Reception, KS1 and KS2 pupils are assessed according the relevant statutory guidance on Assessment and Reporting Arrangements with relevant Assessment Frameworks published by the Standards and Testing Agency.

Recording

We use the Target Tracker to record and track pupil progress in Reading, writing, maths across the school. Teacher Assessments are recorded at the end of Terms 1, 2, 3, 4, 5 and 6. EYFS use the Reception Baseline Assessment <https://receptionbaseline.education.gov.uk/> to record the baseline. Assessment data is analysed by senior leaders and is used for evaluation of quality of teaching and learning throughout the school in each year group and class. At the end of each term the SLT and subject leaders analyse pupil progress throughout the school. The relevant data is presented in detail to the Standards and Performance Committee of the school Governing Body.

Reporting to Parents and Carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

In the Autumn and Spring terms, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child and report on how they have settled into their new classes. At the second meeting of the year, we evaluate their child's progress as measured against the targets and age related expectations. We always listen and respond to any questions or concerns which parents or carers share with us.

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write comments on all subjects of the National Curriculum, including Religious Education. We always encourage parental feedback.

In reports for pupils in Year 2 and Year 6, we also provide details of the outcomes achieved in the National Curriculum tests.

Moderation of standards

Senior leaders and all subject leaders use moderations to study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the standards of the children's work. All teachers discuss these materials, so that they have a common understanding of the expectations in each core subject. Regular assessment moderation meetings are to ensure the consistency of assessment standard across the school.

We are part of LEA moderation involving 12 schools (Development Group West). Teachers have a regular opportunity to scrutinise the evidence for judgements against each of the 'pupil can' statements (Years 2 and 6), using the National exemplification materials to support their judgements, with teachers from other schools.

All teachers (Years 1-6) use the National curriculum attainment targets for each area of learning (APPs), when completing teacher assessments and for moderation process in Year groups, Key Stages and for inter-school moderation.

Teachers hold a professional discussion around ongoing assessments in reading, writing and maths weekly during their phase planning meeting by looking at samples of children’s work in their year group.

Monitoring and review

To ensure that standards and expectations are high across the school APP review meetings are held termly to monitor the collection and consistency of evidence and accuracy of judgements made using the APP sheets.

Pupil Progress Meetings are held every term to discuss the progression of all pupils and groups of pupils. This is a forum for staff to discuss concerns regarding pupils. Senior leaders are available at these meetings to give a constructive feedback and devise relevant interventions where and as needed.

Roles and Responsibilities

- **Governing Body:** Monitor whole school attainment and progress data
- **Headteacher/Deputy Headteacher (Assessment Leader):** Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- **Assessment leader/Assistant Headteachers/Core Subject Leaders/ Curriculum leads:** Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- **Support staff:** Support children with their learning as directed by class teachers and provide feedback on children’s learning
- **Parents/Carers:** Support children with home learning
- **Pupils:** complete all work to highest of standard in order to make good progress in school.

This policy will be reviewed every year or earlier if necessary.

Appendix 1

Summative Assessment

What is it?	
<i>This is ‘snapshot’ testing which establishes what a child CAN do at a given time.</i>	
Strategies	Purpose
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the assessment strands in the the guidance material for the Development Matters in the Early Years Foundation Stage</p>	<p>To provide a summative end of key stage attainment result. It is a national standard against which to compare children’s performance.</p>

<p>(http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf) At the end of the Foundation Stage a summative assessment is made based on Early Learning Goals statements in each of the 17 areas of learning.</p>	
<p>National Non-Statutory Tests: (QCA) or other Commercially Produced Tests (e.g. NFER, PM Benchmarking, Progress tests etc.): Externally produced tests, purchased by schools, to be voluntarily administered.</p>	<p>To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage. To support teacher assessment judgements and develop consistency of assessments across school.</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)</p>	<p>To establish pupils' starting points at the beginning of YR and YN, so that subsequent progress in achievement can be compared with, and measured against, expected progress rates and standards. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Termly Assessments (each half term) Teachers assess each pupil in Reading, Writing and Maths at the end of each half term using APPs and a range of tests to support their judgement.</p>	<p>To track and evaluate Pupil Progress and Quality of Teaching, Learning and Assessment across school, and to set relevant targets and provision, including interventions where they are necessary.</p>
<p>End-of-Key-Stage and end of Year Teacher Assessment: In Years 1 to 6 teachers assess each pupil's attainment and progress in the core subjects (Reading, Writing, Maths and Science), using the criteria of relevant attainment targets as stated in the New National Curriculum to make their professional judgements.</p>	<p>To provide information to parents and to the next Year's teaching team.</p>

Formative Assessment/Assessment for Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.

It is the process of using evidence of achievement to adapt what happens in classrooms to meet learners' needs and secure pupil progress.

Strategies	Purpose
<p>Pre-teaching Analysis: Based on the 'cold task' analysis and summarises any gaps in children's knowledge, skills and understanding for different groups of learners and individual pupils.</p>	<p>Ensures that a specific and precise teaching and learning sequence is planned in order to meet all children's needs and secure progression of key skills.</p>
<p>Planning: Using pre-teaching analysis, it identifies valid learning and assessment objectives that ensure differentiation and progression (meeting children's needs and focusing on the next appropriate key 'layer') in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task. Pupils understand why they are learning a particular thing and have an overview of a 'bigger picture' of what is expected of them at the end of their learning journey.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives and specific outcomes for all pupils.</p>
<p>Effective Questioning: Teachers engineer effective discussions, tasks, and activities that elicit evidence of learning and decide whether to proceed with or re-shape the learning. Teachers use common misconceptions to create effective questioning in order secure accurate knowledge and understanding of concepts. 'Sometimes the best part of teaching is done before the lesson even started.' Dylan Wiliam.</p>	<p>Design to cause thinking and make improvements; stimulates curiosity and therefore motivation; provides data that informs teaching – diagnosis and evidence.</p>
<p>Pupil self-evaluation and peer evaluation, including co-operative improvement: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process. Co-operatively they are able to discuss what improvements can be made and decide whether or not they want to make those improvement.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective. Pupils have an ownership of the learning process, feel more engaged, interested and motivated.</p>

<p>Feedback: Must be relevant and reflect the learning objectives of the task to be useful and provide an ongoing record of progression; can be oral or written.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target/Next Step setting: Targets or next step set for individuals, over time, for ongoing aspects – e.g. writing- and is followed through marking, feedback and relevant tasks.</p>	<p>Ensures pupil motivation and involvement; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress; adds precision to teaching and learning, and secures progress with a particular skill and overall.</p>
<p>Celebrating Achievement: Making links between achievements explicit; Treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>

*'If we think of our children as plants... **summative** assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,'*

(Shirley Clarke, Unlocking Formative Assessment, 2001)

Appendix 2 Summative Assessment Map 2024-2025

Term	Date	Who?	What?	Assessment Leader/SLT/Governors
Autumn 1	w/b 7/10/24	All Staff	Performance management review and Pupil progress meetings	National and School Data Analysis School Improvement Planning and Target Setting Performance Management Targets
	w/b 14/10/24	Year 1-6	Teacher assessment – Reading, Writing and maths <ul style="list-style-type: none"> • Writing – APPs completed for each pupil (3-5 pieces of independent work across genres and text types) • Reading and maths – APPs for 10 children based on relevant evidence • Maths – multiplication and corresponding division facts for each pupil (KS1 –KS2) • Maths – relevant number bonds for each pupil (Reception and KS1) 	School Improvement Planning and Target Setting Data Analysis and Planning Data Input and Whole School Data Analysis Evaluation of Pupil Progress and Quality of Teaching , Learning and Assessment Report to Standards and Performance Committee
	14/10/24	EYFS: R/N KS1, KS2 EYFS, KS1	Reception Baseline Assessment https://receptionbaseline.education.gov.uk/ Data Analysis and Target Setting Aspiring readers PM Benchmarking Phonic assessment	Data Analysis and Target Setting Assessment moderation, data analysis and action planning
Autumn 2	20/12/24	Years 1-6	Data Analysis and Pupil Progress	Data Analysis and Pupil Progress
	16/12/24	KS1, KS2	PM Benchmarking – all pupils (KS1 -KS2)	Assessment moderation, data analysis and action planning

	16/12/24	Years 1-6	Teacher assessment – Reading, Writing and maths <ul style="list-style-type: none"> • Writing – APPs completed for each pupil (3-5 pieces of independent work across genres and text types) • Reading and maths – APPs for 10 children based on relevant evidence • Science – Class Table for Working Scientifically and Topic • Maths – multiplication and corresponding division facts for each pupil (KS1 –KS2) • Maths – relevant number bonds for each pupil (Reception and KS1) 	Data Input and Whole School Data Analysis Evaluation of Pupil Progress and Quality of Teaching , Learning and Assessment Report to Standards and Performance Committee School Improvement Planning and Target Setting
Spring 1	w/b 6/01/25	EYFS, KS1- KS2	Data Analysis, Next Step for Progression and Pupil Progress Meetings	Data Analysis, Next Step for Progression and Pupil Progress Meetings
	10/02/25	Year 1-6	Teacher assessment – Reading, Writing and maths <ul style="list-style-type: none"> • Writing – APPs completed for each pupil (3-5 pieces of independent work across genres and text types) • Reading and maths – APPs for 10 children based on relevant evidence • Maths – multiplication and corresponding division facts for each pupil (KS1-2) • Maths – relevant number bonds for each pupil (Reception and KS1) 	Data Input and Whole School Data Analysis Evaluation of Pupil Progress and Quality of Teaching , Learning and Assessment Report to Standards and Performance Committee
	10/02/25	Years 1-6	Aspiring readers PM Benchmarking	Assessment moderation, data analysis and action planning

	10/02/25	EYFS	Teacher Assessment – Early Learning Goals and Characteristics of Learning <ul style="list-style-type: none"> • Data Input and Analysis, Setting Targets and Planning Specific Actions/Interventions • Maths – relevant number bonds (Reception) 	Data Analysis, Setting Targets and Planning Specific Actions/Interventions Pupil Progress Meetings
Spring 2	7/04/25	Year 1-6	Teacher assessment – Reading, Writing, maths, Science and RE <ul style="list-style-type: none"> • Writing – APPs completed for each pupil (3-5 pieces of independent work across genres and text types) • Reading and maths – APPs for 10 children based on relevant evidence • Maths – multiplication and corresponding division facts for each pupil (KS1 –KS2) • Maths – relevant number bonds for each pupil (Reception and KS1) 	Data Input and Whole School Data Analysis Evaluation of Pupil Progress and Quality of Teaching , Learning and Assessment Report to Standards and Performance Committee
	7/04/2025	Reception and Nursery	Teacher Assessment – Early Learning Goals and Characteristics of Learning Data Analysis, Setting Targets and Planning Specific Actions/Interventions Maths – relevant number bonds (Reception)	Data Analysis, Setting Targets and Planning Specific Actions/Interventions Pupil Progress Meetings
	7/04/2025	KS1- KS2	PM Benchmarking – all pupils	Assessment moderation, data analysis and action planning
Summer 1	28/04/2025	EYFS, KS1- KS2	Data Analysis, Next Step for Progression and Pupil Progress Meetings	Data Analysis, Next Step for Progression and Pupil Progress Meetings

	12/05/25 – 16/05/25	Year 6	KS2 SATs	Test Administration
	June 2025	Year 6	Teacher Assessment - Writing	Internally Moderated and Data (TA) Analysed
	June 2025	Year 2	KS1 Teacher assessment	Internally Moderated and Data Analysed
	19/05/25	Year 1, 3,4 and 5	Teacher assessment – Reading, Writing and maths <ul style="list-style-type: none"> • Writing – APPs completed for each pupil (3-5 pieces of independent work across genres and text types) • Reading and maths – APPs for 10 children based on relevant evidence • Maths – multiplication and corresponding division facts for each pupil (KS1 –KS2) • Maths – relevant number bonds for each pupil (Reception and KS1) 	Data Input and Whole School Data Analysis Evaluation of Pupil Progress and Quality of Teaching , Learning and Assessment Report to Standards and Performance Committee School Improvement Planning and Target Setting
	19/05/25	Reception and Nursery	Teacher Assessment – Early Learning Goals and Characteristics of Learning Data Analysis, Setting Targets and Planning Specific Actions/Interventions Maths – relevant number bonds (Reception)	Data Analysis, Setting Targets and Planning Specific Actions/Interventions Pupil Progress Meetings
	19/05/25	KS1, KS2	Aspiring readers PM Benchmarking	Assessment moderation, data analysis and action planning
Summer 2	June 2025	Year 4	Multiplication tables check (3 weeks)	Data Analysis, Setting Targets and Planning Specific Actions/Interventions Pupil Progress Meetings
	June 2025	KS1	Phonics screening check week	Phonic screening test Administration

7/07/25	KS1, KS2	PM Benchmarking – all pupils	Assessment moderation, data analysis and action planning
7/07/25	Year 1, 2, 3,4 and 5	Teacher assessment – Reading, Writing and maths <ul style="list-style-type: none"> • Writing – APPs completed for each pupil (3-5 pieces of independent work across genres and text types) • Reading and maths – APPs for 10 children based on relevant evidence • Maths – multiplication and corresponding division facts for each pupil (KS1 –KS2) • Maths – relevant number bonds for each pupil (Reception and KS1) 	Data Input and Whole School Data Analysis Evaluation of Pupil Progress and Quality of Teaching , Learning and Assessment Report to Standards and Performance Committee School Improvement Planning and Target Setting Assessment Moderations
July 2025	EYFS, KS1-KS2	Transition Week and Internal Assessment Moderations	

