Tidbury Green School
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Policy Name

Assessment

Date of Review

Spring Term 2026

Next Review Date

Spring Term 2028

Agreed by Governors

Feb 2026

Date

Feb 2026

"'Assessment is the process of gaining insight into what our pupils know, understand and can do as a result of what we have taught them,' (Myatt, 2018, 54).

1. Rationale

At Tidbury Green School, assessment is integral to high-quality teaching and learning. It enables us to understand that **pupils are making progress in terms of knowing more, remembering more and being able to do more** and are therefore making progress from their individual starting points.
We therefore ask that this policy be read alongside our curriculum, teaching and learning, SEND and marking policies. The curriculum design, teaching and learning practices and assessment procedures focus on building the long-term memory of pupils as well as their level of fluency in recall.

Our approach to assessment reflects our values of **Together Stronger, Honesty, Independence, Never Give Up and Kindness and Courtesy Counts.** Assessment supports pupils to develop resilience, reflect honestly on their learning and take increasing ownership and independence of their progress. We give parents regular reports on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

2. Principles of Effective Assessment

At Tidbury Green School. assessment:

- enables our children to demonstrate what they know, understand and can do in their work, as a result of what we have taught them.
- provides information about where the gaps are and what can be celebrated.
- helps our children understand what they need to do next to improve their work.
- allows teachers to plan work that accurately reflects the needs of each child.
- provides regular information for parents that enables them to support their child's learning.
- gathers a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and whole school information so that it can be used to monitor against end of year expectations
- provides the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school to inform the school's self-evaluation process that will be built into the school's improvement plan
- facilitates continuity and progression between year groups.

3. Types of Assessment

There are different types of assessment: Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Summative assessments occur at pre-defined periods of the academic year such as Standard Assessment Test (SATs), or end of unit tests. Summative tests help teachers to benchmark pupils and to make mid-year and end-of-year assessments. They are also of use in determining a pupil's attainment against the year group programme of study objectives.

3.1 Formative assessment

Formative assessment is the use of day-to-day, often informal, assessments to explore pupils' understanding. It enables the teacher to decide how best to help pupils develop that understanding. In essence, assessment for learning. Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning activities to improve pupil attainment. At Tidbury Green School, this ranges from diagnostic tools to weekly spelling, maths facts and times tables tests. Teachers are given professional freedom to gather and record this information to inform the teaching and learning process.

3.2 Summative assessment

We use termly assessments during each term to summative assess our children in core subjects. In Early Years and Key Stage 1, we use the Little Wandle (LW) Assessment Tracker to assess phonics, word reading, reading fluency and automaticity. Some of our summative assessment is gathered through teacher assessment of an independent task (TA).

The table below shows the subjects that are assessed in each year group:

EYFS and KS1 Data points:	**Baseline (September)**	**Autumn (December)**	**Spring (March)**	**Summer (June)**
Pre- school and Nursery	Baseline on entry: Development Matters Statements	Development Matters Statements	Development Matters Statements	Development Matters Statements
Reception	Statutory Baseline on entry LW Tracker	Progress against EYFS Profile / Development Matters LW Tracker	Progress against EYFS Profile / Development Matters. LW Tracker	Completion of EYFS Profile - ELGs LW Tracker Handwriting TA
Year 1	Early Years Foundation Stage Profile Report LW Tracker	Y1 Autumn Maths and Reading Tests Writing TA LW Tracker	Y1 Spring Maths and Reading Tests Y1 Handwriting TA LW Tracker	Y1 Summer Maths and Reading Tests Y1 Phonics Screening Check (PSC) Y1 Handwriting TA
Year 2	Y1 Summer Maths and Reading Tests LW Tracker Writing TA	Y2 Autumn Maths and Reading Tests LW Tracker Writing TA	Y2 Spring Maths and Reading Tests LW Tracker Writing TA	Y2 Summer Maths and Reading Tests Writing TA Y2 Handwriting TA
Year 3	Y2 Summer Maths and Reading Tests Y3 Reading Fluency Baseline Y2 Handwriting TA	Y3 Autumn tests for reading, GPS and maths Writing TA	Y3 Spring tests for reading, GPS and maths Writing TA	Y3 Summer tests for reading, GPS and maths Writing TA Y3 Handwriting TA
Year 4	Y3 Summer tests for reading, GPS and maths Y3 Writing TA Handwriting TA	Y4 Autumn tests for reading, GPS and maths Writing TA Times Tables Check	Y4 Spring tests for reading, GPS and maths Writing TA Times Table Check	Y4 Summer tests for reading, GPS and maths Writing TA Y4 Maths Multiplication Tables Check (MTC)
Year 5	Y4 Summer tests for reading, GPS and maths Y4 Writing TA Handwriting TA	Y5 Autumn tests for reading, GPS and maths Writing TA	Y5 Spring tests for reading, GPS and maths Writing TA	Y5 Summer tests for reading, GPS and maths Writing TA Handwriting TA
Year 6	Y5 Summer tests for reading, GPS and maths Y5 Writing TA	Past SATS - Reading comprehension, maths and GPS Writing TA	Past SATS - Reading comprehension, maths and GPS Writing TA	Y6 SATs – Reading comprehension, maths and GPS Writing TA
*Items in grey are statutory assessments and reporting requirements that are submitted to the local authority and government.				

3.2.1 Summative assessment of foundation subjects

Teachers assess children's competence against year group expectations which are recorded as met or unmet. Subject leaders provide and present an impact report for their subject each school year, captured through pupils learning, outcomes, pupil voice, quizzes and teacher assessment.

Foundation subject assessment is appropriate and matched to the discipline, such as low stakes assessment quizzes in history and geography, verbal or written response to the 'big question' in RE and PSHE and practical work in Art, PE and Music.

3.2.2 Summative assessment of in-year transfer or newly arrived pupils

It is important we have a baseline assessment for pupils new to school to ensure we can appropriately support them as soon as they begin learning with us. During the first three weeks of school at Tidbury we will make appropriate assessments suitable for each new pupils chronological age. Early Years pupils will be assessed against the Development Matters statements and Little Wandle reading fluency and phonics tracker. Pupils arriving in Key Stage 1 and 2 will also complete tests for maths, handwriting, reading fluency and phonics.

4. Statutory assessment

4.1 Assessment in Early Years Foundation Stage

In the Early Years Foundation Stage, assessment is primarily observational and integrated into daily provision. The Early Years teaching staff record their initial assessments of the children in the form of a baseline, observational assessment. This takes place within the first 1-3 weeks of Pre-school, Nursery and Reception classes. These consider all available information from parents and previous settings.

The Early Years teaching team gathers evidence through observation of both independent and adult-led learning. We analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress.

We use a range of evidence, professional dialogue and observations to moderate judgements. Portfolios of evidence are moderated within school with colleagues within the phase and with other schools within our collaboration.

We formally report to parents three times a year, in each of the terms. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the EYFS areas of learning. Our assessments in EYFS enables us to plan appropriate next steps and supports a smooth transition to Year 1.

4.2 Year One Phonics Screening Check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Year 1 teachers. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher to assess their application of all the letter and phonics correspondence in English, required for all children to decode words for reading. Administering the check usually takes between four and nine minutes per child. Results are included within the Year 1 end of year report. Pupils are regularly assessed throughout Reception and Year 1 to help them to keep up with our early reading programme. They can re-take the Phonics screening check in Year 2, if they do not meet the pass threshold in Year 1. If, in the opinion of Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken. We follow all guidance from the Assessment and Reporting Arrangements (ARA) as shared by the DfE in administering the tests.

4.3 Multiplication Tables Check

All pupils in Year 4 participate in the statutory Multiplication Tables Check (MTC) each summer term. The purpose of the MTC is to assess pupils' fluency and automatic recall of multiplication facts up to 12 × 12. The check is administered online in accordance with current Department for Education guidance. Outcomes are used to identify strengths and gaps in multiplication knowledge and to inform teaching and intervention, ensuring pupils are secure in key multiplication facts before progressing into Upper Key Stage 2. Parents are informed of their child's results in line with statutory reporting requirements in their annual school report.

4.4 SATs

Children in Year 6 sit SATs (Standard Assessment Tests) during May each year. We follow all statutory guidance from the Assessment and Reporting Arrangements as shared by the DfE in administering the

tests. These tests cover the content taught by the National Curriculum. At the end of Key Stage 2 (Year 6), pupils sit tests in reading, maths and GPS. Teachers are also required to submit their own teacher assessments for writing, reading, GPS, maths and science.

Children are expected to reach the national standard in Year 6. This is a particular score that reflects where the Department for Education thinks children should be at that stage of their education. The national standard score for KS2 SATs is 100. Towards the end of the summer term, year 6 parents are given a report stating each child's raw score (the actual number of marks they got in their SATs), their scaled score (a conversion score that allows results to be compared year on year) and whether they have achieved the national standard. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements.

We track assessments for reading, writing, maths, GPS and Science using Arbor Assessments. This enables us to track attainment over time and analyse performance for individual pupils, groups and cohorts.

5. Moderation

Moderation is an essential part of ensuring that assessment judgements are accurate, consistent and fair across the school, locally and nationally. At Tidbury Green School, teachers moderate within year groups, across phases and, where appropriate, with external partners. This process involves reviewing pupils' work against agreed criteria and national expectations to ensure that standards are applied consistently. Through professional dialogue, staff develop a shared understanding of age-related expectations and greater depth standards, helping to secure reliable teacher assessment. Moderation outcomes are used to inform planning, identify next steps in learning and support continuous improvement in teaching and assessment practices.

As a school, we internally (termly) and externally (annually) moderate teacher judgements on pupil attainment in reading, writing and mathematics. We have a qualified, lead moderator in school to support this process.

In addition, teachers assessments of writing are supported by a process known as comparative judgement each term. Comparative judgement is a process where teachers compare two work samples and rank them in order of proficiency. It differs from traditional assessment in that it is comparative, not absolute; it reduces reliance on prose descriptors which in turn improves reliability, validity and efficiency.

6. Planning for assessment

6.1 Assessment matched to the National Curriculum

Pupils of compulsory school age must follow the National Curriculum. It is organised based on four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

We plan our lessons with clear learning intentions which are considered on our long- and medium-term plans. These show progress throughout the year and across all year groups and link to the objectives set out in the National Curriculum. School leaders have identified the key concepts for progression through our curriculum for each subject. We strive to ensure that all tasks set are appropriate to each child's current level of attainment. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next session.

Our curriculum subject and concept planning drives our assessment procedures and outcomes, which in turn drives our subject and key concepts – the process is a spiral curriculum. They are all tied to the 'quality of education' on offer at Tidbury Green School. The learning given to pupils matches the aims of the curriculum and is coherently planned and sequenced towards cumulative knowledge and skills for future learning and employment.

At Tidbury Green School we support our pupils to know and remember more by planning a curriculum of key concepts for each subject discipline, where new learning is connected to previous learning through a spiral of increasing knowledge and skills with repeated practice to help learning to stick. In lessons each

day, we revise essential previous learning with 'flashback' questions to ensure previous knowledge has been retained and continues to be retrieved from memory. We provide pupils and families with knowledge organisers at the beginning of each half term to support repeated practice, curriculum sequencing and memory pathways. Through our values of 'never give up' we adopt a growth mindset for all children, recognising that with repeated practice, this is how we learn. Revisiting over time secures learning into our long-term memory.

- We use the National Curriculum, as well as a range of other sources, as guidance to support the creation of long- and medium-term plans for each subject area
- We use long term plans as an overview for each subject to guide their teaching and to give details of what is to be taught to each year group.
- Devise quizzes or assessments at the start of each new unit of work to inform medium term planning and to determine class/cohort grouping
- We plan lessons with clear learning objectives. These are based upon detailed knowledge of each child. Each unit of learning has a clearly defined end point and purpose, ranging from writing a tragedy text in English writing to building a bridge in design and technology.
- We strive to ensure that all tasks set are appropriate to challenge each child's level of ability.
- We note those individual children who achieve above or below the expected outcomes for the lesson and use this information when planning for the next lesson.
- We keep informal day-to-day information as a record of the progress made by the class and all data for reading, writing, maths, grammar and science is entered onto the Arbor tracker from EYFS - Yr 6 on a termly basis
- We make periodic assessments: at the end of a unit of learning, for weekly spellings, on-going times tables and number facts, of assessed pieces of writing and through tests such as in maths and reading to support teacher assessment.

7. Feeding back to pupils

For feedback to improve learning, pupils need to know three things:

• where they are in their learning.
• where they need to go (their next steps); and
• how to get there (what improvements they can make).

We do this in two ways; through immediate feedback verbally, as well as through written feedback as per or marking and responding policy. Diagnostic analysis of our assessments supports teachers to support this feedback to pupils.

8. Recording and Monitoring

At the end of term, summative data is recorded using our school management information system: Arbor assessments. The analysis allows us to explore attainment and progress over time, as well as look at trends for key groups in school.

When making our overall judgements we consider whether children are working below expected standards, working towards expected, working at the expected standard or working at a high standard displaying a great depth of application.

For those children working below their targets, teachers assess whether they are working towards the year group expectations or if they are working within the objectives and content of a previous year group. Teachers use the same judgements against the specific year they are working within or pre-key stage standards for those children working significantly behind.

For our EYFS practitioners, judgements relate to age-related months bands of guidance from the 'Development Matters' statements and Early Learning Goals.

9. Pre-key stage assessments

Pre-key stage standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.

Pre-key stage standards were introduced to help pupils working below the national curriculum. It is an inclusive statutory assessment system developed with teachers and other education experts and aims to help ensure these pupils are better supported to transition into the national curriculum, when and if they are ready to do so. It also gives schools the freedom to develop their own curriculum and assessments to meet the needs of their pupils.

10. Monitoring pupil progress

All our sources of assessment information, alongside teacher observations, evidence in books, pupil conversations, flashback retrieval assessments, allow class teachers, subject leaders and school leaders to gather a full picture of pupil performance and progress. They each contribute to the termly data collection throughout school.

During formal assessment weeks, our curriculum tests or past SATs assessments are completed in Years 1-6. Staff conduct a diagnostic gap analysis during the marking of these papers and record on track teacher assessments using our Arbor Assessments system. Phase leaders will produce and analyse cohort and group data and share with school leaders, subject leaders and class teachers.

Following this, class teachers will explore trends in outcomes and prepare pupil progress plans to discuss with school leaders. Pupil progress plans indicate those children who are not on track with the intended learning or their target, what the specific areas for support are and how they intend to offer support to ensure each child can make progress. Teachers and leaders identify specific learning and measurable impact over a specified period. It is essential at this stage that all teachers reflect on the universal offer for teaching and learning and ensure that both the graduated approach and the quality first teaching, universal expectations for each area of individual pupil need have been followed and fully implemented before considering more targeted or specialist support.

Pupil progress meetings are held three times throughout the year, once each term. These meetings are led by phase and school leaders. During pupil progress meetings, intervention plans are generated with class teachers alongside a professional dialogue about cohort data outcomes. The progress of all children is discussed by referring to teacher knowledge and by looking at evidence and data that has been collected between assessment points. From this, decisions are made regarding intended pathways forward with leaders.

For those children identified as not keeping up with the intended learning, professional dialogue will take place between teachers and leaders about the graduated approach pathway that each child who is not on track has received. Children identified as requiring extra intervention and support to make progress will be indicated for classroom intervention. Alongside this, class teachers will complete an intervention plan, which details the specific learning and strategies that will be focused on to help each child to make progress. These will be created by teachers and evidenced against by a key person (teacher or TA) who delivers the intervention.

These are tracked and monitored as part of the **assess-plan-do-review** process. Intervention group plans will be reviewed by a senior leader with responsibility for curriculum inclusion. Any children with SEND will be discussed with the SEND team and SEND plans reviewed and created accordingly. These SEND plans are reviewed with the SENCO and class teacher every term.

11. Assessment routes across school

Process map for assessment			
Stage	**Typical assessment route**	**Children working behind expected standards**	**Children with SEND working significantly behind (approx. 2 years)**
EYFS	Development matters month age band descriptors Assessment against Early Learning Goals (ELGs)	As children leave EYFS, any children identified as working towards ELG will continue to work towards achieving the ELGs as they enter Y1	For those children significantly behind expected standards, they will be assessed using the pre-key standards. If a pupil is working below the standard of pre-key stage standards, their outcome should be reported using the engagement model or the relevant P scales
Key Stage 1	Assessment throughout the Key Stage against National Curriculum objectives Y1: Phonics Screening Check	The pre-key stage standards 1-4 are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.	
Key Stage 2	Assessment throughout the Key Stage against National Curriculum objectives Y4: Multiplication Times Table Check Y6: SATs	The pre-key stage standards 1-6 are provided for the statutory assessment of pupils engaged in subject-specific study who are working below	

A triage meeting will be held if a child has not made progress over 2 terms to discuss specific needs and the most appropriate assessment route to follow.

12. Reporting to parents

At Tidbury Green School, digitally through the Arbor App for parents, we provide an annual school report, outlining the following:

- Attendance record for the academic school year.
- Attainment achieved by the pupil across all subject and learning area disciplines.
- Attainment guidance for parents, to support understanding of grade descriptors applicable to each year group.
- General comments, including attitude to learning, highlighted strengths and areas for further development
- How to arrange a further discussion with your child's class teacher to discuss your child's report in greater detail.
- Results of national and statutory assessments, including Early Learning Goals, Y1 Phonics Screening Check, Y2 Phonics Screening Check (if re-sit), Y2 Teacher Assessment against the end of KS1 assessments, Y4 Multiplication Times Table Check and Y6 SATs scaled scores.
- Teacher, pupil and leader comments.

13. Parent Consultations

At Tidbury Green School, we use parent consultation evenings to communicate achievement and progress to parents throughout the school year. Parent consultations are held in both the Autumn and Spring term. Parents choose an appointment over two dates available or are provided with an appointment by their class teacher. In the Summer term, following the sharing of end of year reports we hold an additional, optional parent consultation evening for parents to discuss their child's report and outcomes if they wish to.

14. Roles and Responsibilities

Teaching staff have a responsibility to:

- Update Arbor Assessments for every child in their class.
- Collate all the relevant data to their class for termly pupil progress meetings and to use it to inform their planning and teaching and reporting to parents/carers.
- Pass on all the collated data to new teachers/schools during periods of transition.
- Bring areas of concern about progress and learning to the attention of relevant phase and school leaders.
- Lead and manage support staff in the delivery and record keeping of specific or targeted support for children in their class.

Phase leaders have a responsibility to:

- Ensure that all relevant assessment data has been gathered by given dates.
- Manage and minute moderation meetings and collate evidence for portfolios.
- Collate and analyse SATs data and report findings in the first instance to school leaders.
- Provide assessment information to inform whole school target setting.
- Compile phase reports and share these with school leaders by given dates
- Lead and manage pupil progress meetings with teachers from their phase, ensuring the assess, plan, do, review process for pupils is consistent, specific, targeted and measurable.

School leaders have a responsibility to:

- Support staff in the gathering of assessment information.
- Ensure that assessment data is collated and stored in a manageable system.
- Review the effectiveness of quality first teaching, curriculum planning and targeted support.
- Prioritise the use of assessment data.
- Supply relevant data to respective bodies e.g. LA and the Governing body.

The Headteacher and Governing Body have a responsibility to:

- Monitor the effectiveness of assessment practice and policy

15. Review

This Assessment Policy will be reviewed every two years or earlier if necessary.