

Warren Farm Primary School



Assessment and Recording Policy 2021

Date of Last review	02/07/2021
Date agreed by governors	20/07/2021
Date of next review	01/07/2022

Warren Farm Primary School

Policy for Assessment

Introduction

This policy aims to clarify the school's beliefs and practices in assessment, for practitioners, managers and other interested parties such as parents, carers and those with responsibilities for maintaining standards in schools.

Assessment Aims

Promoting our pupils' learning is the principal aim of our school and assessment lies at the heart of this. It is an integral part of the educational process, continually providing feedback and "feel forward". Practitioners need to know what pupils have learned in order to plan strategies to take them through the next stages in learning. They also need to know how pupils learn in order to provide the best learning opportunities. Pupils need to know what is expected of them, what the criteria for success will be, what strategies to use if they find learning difficult, what they need to do to move on to the next stage of learning, and how they learn best. It is our aim to provide the structure that will ensure that these assessment practices are embedded in the curriculum and in the ethos of the school.

Principles

"...assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on" (OFSTED 2003)

"...the purpose of assessment is to improve standards, not merely to measure them." (OFSTED 1998)

"Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no one else can do it for them." (Assessment Reform Group 1999)

"When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils." Ofsted 2019

Good assessment practice is vital for the learning process. We believe that the principal purpose of assessment is to support learning rather than accountability, through enabling pupils to understand ways in which they can contribute and become responsible for aspects of their own progress.

Our school has prioritised assessment for learning because we believe it is crucial for the development of the learner.

Types of Assessments:-

Assessment *for* learning (formative assessment) helps to identify the next steps needed for pupils to make progress. It:

- Involves the pupils in the learning and assessment process and helps them to take responsibility for their learning; identifying what they have achieved and what the next steps in their learning may be.
- Raises standards of attainment and behaviour, improving pupil attitudes and responses.
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards.
- Guides and supports the teacher as planner, provider and evaluator.
- Enables the teacher to adjust teaching to take account of assessment information and to focus on how particular individuals or groups of pupils learn.

Assessment *of* learning (summative assessment) is important because it describes and labels past learning. It:

- Allows the tracking of pupil performance, in particular identifying those pupils (individuals or groups) at risk of underachievement.
- Provides information which can be used by teachers and managers as they plan for individual pupils and cohorts.
- Provides information which can be used by parents or carers to understand their child's strengths, areas for development and progress.
- Provides information which may be used by other interested parties
- Provides information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards

Diagnostic assessment is important because it helps to identify difficulties a pupil may be having and can indicate some strategies that may help overcome them. In our school they will be conducted by the SENCO and findings will be reported teachers and parents.

Evaluative assessment gives information about aspects of learning and teaching. Teachers should take note of the progress of lessons and evaluate the effectiveness of teaching, tasks and activities. The information can then be used to modify future planning or target work more precisely to those pupils who need something different.

Purpose of Assessment

Assessment *for* Learning (formative) will....

- Provide insight into pupils learning for both pupils and teachers.
- Promote success for all.
- Support the target setting process.
- Enable continuous reflection on what pupils know now and what they need to know next (feedback using 'Success Criteria' to identify next steps.)
- Promote Independent Learning through Self Assessment.
- Promote immediate intervention and link judgments to learning intentions.
- Raise standards by taking pupils to the edges of capability

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement. (Children's work, oral feedback, mini assessment)
- Promote pupil involvement in self assessment.
- Act on insights gained to inform curriculum targets.
- Plan against what pupils know/can do/understand.
- Provide opportunities for pupils to demonstrate their achievements.
- Make standards, objectives and success criteria explicit to pupils.
- Promote inclusion by attending to all pupils' learning needs particularly pupils who are at risk of underachievement.
- Engage pupils in rich questioning with "thinking time" time.
- Build in time for focused observation of teacher-directed and pupil initiated activity.
- Enable pupil to pupil assessment / talk partnering and paired work.

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known criteria and what to do next.
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Improve Peer Evaluation Skills
- Make progress

Managers will:

- Define roles and ensure responsibilities are clear in relation to assessment activities.
- Arrange for the monitoring of the progress of individual pupils and diverse pupil groups.
- Monitor the quality of pupil assessment through lesson observations (focussing on oral interaction).
- Keep parents/carers informed and involved.
- Use assessment information to inform the SDP and to identify training needs

Governors will:

- Be informed of Assessment for Learning practices within school.
- Be informed of strategies undertaken by the school to improve AfL practice
- Be aware of the impact of Assessment for Learning practices on the attainment of pupils within the school

Assessment *of* Learning will.....

- Provide a summary judgment about what has been learned at a specific point in time.
- Establish a national benchmark about what pupils can do and about school performance.
- Show what pupils can do without support.
- Inform the target setting process.
- Hold the school to public account.
- Promote subsequent intervention.

The teacher will:

- Provide a summary of performance through teacher assessment and tests.
- Identify gaps in pupils' knowledge and understanding.

- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning.
- Implement strategies to accelerate progress to meet local and national expectations.
- Mark and measure for progress and achievement.

The pupil will:

- Be able to gauge performance in comparison to others and against previous performance.
- Be able to measure own performance against externally agreed criteria and standards.
- Have a measure of performance at particular times in life eg: end of key stage.
- Know what standards are required.

Managers will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with statutory assessment arrangements.
- Monitor delivered curriculum.
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment.
- Involve Governors in their accountability role.
- Keep parents/carers informed and involved.
- Use assessment information to inform the SDP and identify training needs.
- Analyse data to identify any groups at risk and to focus intervention on underachieving groups.

Governors will:

- Report National Curriculum assessments and examination results to parents, the LEA and the DFE.
- Understand ASP and Primary Inspection Data Summary Report information provided by the Head Teacher to monitor the attainment and progress of all groups of children.

Assessment Current Practice

Assessment in all its forms is integral to learning and teaching. It is vital for pupils, teachers, parents, and for school managers to know how learning is progressing and therefore assessment must be a tool to enable progress to take place and for the learning to move forward.

To this end the school uses assessment in the classroom in order for pupils to assess their own learning and to make judgements, with advice from teachers, about the next steps for them. Teachers will use their own assessments of the pupils' understanding in order to address misconceptions and to adjust the delivery of objectives and the next stages in learning through changes to lesson planning etc. Teachers and school managers will use assessment records and data to track the progress of individuals, specific focus groups, year groups and other cohorts to identify and then address underperformance in any area.

Formative / Summative Assessment (see appendix 1)

SEN

Individual tracking of data / individual pupil files with appropriate baseline / on-going/ exit assessments - SENCO

Nursery

Foundation Stage – Baseline from Development Matters framework within three weeks of entry and updated throughout the year for Nursery and Reception. FS1 (Nursery) completes FS learning journey for each child – ongoing. Recorded on Classroom Monitor throughout the year.

Feedback and Marking of Work (See also Marking Policy)

Constructive and informative feedback and feed forward is essential in moving learning on.

To be read in conjunction with the school's Marking Policy and Learning and Teaching Policy

Practice in the Classroom:-

1. *Know what you are looking for and make sure that the pupils know before they begin their work.*
 - The teacher must have in mind and have planned for, the precise objective to which comments and corrections will relate, **and these must be communicated to the pupils.**
 - Pupils must be aware of general expectations and references will have been made to prior learning
 - They must know the stage of work – e.g. planning, draft, final version etc
2. *Keep the learning objectives and success criteria*
 - At the forefront of the children's minds
3. *Use Self and Peer Assessment*
 - As far as is possible the child is the first to mark work – checking and correcting as necessary. In writing (Literacy) for sense, punctuation and spelling.
 - Encourage self-assessment and evaluation as ongoing practice.
 - Promote an atmosphere of trust within the classroom so that peer assessment becomes a constructive and positive experience for the child.
4. *Mark work orally whilst work is in progress*
 - There is great benefit to be derived from correcting work in the presence of the pupil, and in discussion with him/her. The marking is far more meaningful than when the work is handed back to the child corrected in their absence.
 - Foundation Stage and Key Stage 1 teachers should mark work in the presence of the child.
 - It is appropriate and beneficial for teachers of older pupils to mark maths work by reading aloud and discussing answers on occasions, as this gives immediate and meaningful feedback.

5. Make comments specific and able to be understood by the child

- Acknowledge the positives in a piece of work
- Comments should be realistic – not every piece of work is “excellent” (children will not be able to use bland comments to move their learning on!)
- Give the child advice and specific targets, best arrived at in discussion with the child. (These can be set as learning targets in the pupils Maths and Literacy books, or as group targets for display in the classroom).

6. Marking must be informed by specific educational needs

- SEN Support children’s work must be marked appropriately with reference to ITPs and to the school’s policy for SEN
- Children with specific learning difficulties, for example with spelling, should not have their work “over marked”.
- Teacher and pupil should be clear before any work begins about the criteria for success and only those aspects targeted should be corrected.

The teacher is the leader in the classroom and sets the tone for high expectations and best efforts

Teacher’s Responsibilities	Pupil’s Responsibilities
High expectations and positive attitudes to the children.	High expectations of self and positive attitude to learning.
Well planned and prepared.	Listen attentively to the learning purposes of the lesson.
Good Subject Knowledge.	To try to learn as well as possible.
Engaging, motivating and interesting lessons with relevance to the children.	To be diligent and an active learner.
Appropriate resources.	Use the resources well.
Time well used.	To stay on task.
Good classroom management.	To behave well and take responsibility.

Reporting

Parents’ Evenings are held three times a year – in the Autumn Term and Spring Term, and then to discuss written reports at the end of the Summer Term.

Parents are encouraged to contact the class teacher at any time during the school term if they have particular concerns – appointments can be made through the school secretary, or parents may pop in briefly, to see a teacher if the teacher is available at the end of the school day.

Parents of children with SEN are invited to attend review meetings and may make appointments to discuss progress with the class teacher and/or SENCO/DHT at other times.

Written Reports

These are compiled by the class teacher and issued at the end of the Summer Term. All curriculum areas are reported on and reports must be accurate and constructive. Mid-term reports are also issued in the middle of the Spring Term, providing information on progress in reading, writing and mathematics and setting targets for each of these subjects. Copies of both reports are kept and passed up to the next class teacher.

Autumn Term Assessment timetable

September - December

Year group	Area	what/where	Completed
Reception	Development Matters	Assess against Development Matters age bands 30-50Months/40-60months	
	<u>Baseline on entry</u> Communication & Language PSED Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	Completing separate assessment sheets for Literacy, Numeracy and PSED skills Observations and assessments within the learning environments (ongoing) Input assessment onto Classroom Monitor	September
	Phonics	Assess phonic awareness from previous nurseries or settings.	Sept
Year 1	Phonics	Reading - phase 2-5 - Phonic Tracker	Oct
	SPAG	Keyring/HFW check	Oct
	Reading	Bench mark for correct colour/phonic link	Oct
	Writing	Writing moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge	Unit blocks
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
		Complete 4+1 for children identified as having problems	Oct

Year 2	Phonics	Reading - phase 2-5 - Phonic Tracker	Oct
		Screening check - phonics tracker	Oct
	SPAG	Keyring/HFW check	Oct
	Reading	Bench mark for correct colour/phonetic link	Oct
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
Year 3	Phonics	Reading - phase 2-6 - Phonic Tracker	Oct
		Screening check 2018 - phonics tracker (lowest 20% / those who did not pass screening check)	Oct
	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonetic link	Half termly
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or

			sooner
Year 4	Phonics (lowest 20%/those that did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Oct
		Screening check 2018 - phonics tracker	Oct
	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonetic link	Half termly
	Writing	Writing Moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 5	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonetic link	Half termly
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Oct

Year 6	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonetic link	Half termly
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Oct
Half Term			
Reception	Development Matters Communication & Language PSED Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	Assess against Development Matters age bands 30-50Months /40-60months Completing separate assessment sheets for Literacy, Numeracy and PSED skills Observations and assessments within the learning environments (ongoing) Update Classroom Monitor	Autumn 2
	Phonics	Assess phonic knowledge Phase 2 /3	Dec
		Assess handwriting - letter formation of sounds taught	Dec
	SPAG	Keyring / HFW check	Dec
	Reading	Assess reading Bug Club Lilac/Pink or Jelly and Bean Books	Dec
	SEN	Assess children to see who requires intervention / support Complete 4+1	Autumn 2

Year 1	Phonics	Reading - phase 2-5 - Phonic Tracker	Dec
		Screening check - phonics tracker	Nov/Dec
		Written assessment using assessment booklet.	Dec
	SPAG	Keyring/HFW check	Dec
	Reading	Bench mark for correct colour/phonetic link	Dec
	Writing	Assess against Tick sheets for content	Dec
	Maths	Teacher assessment	Dec
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	Unit blocks
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
		Complete 4+1 for children identified as having problems	At any point during half term.
Year 2	Phonics	Reading - phase 2-5 - Phonic Tracker	Dec
		Screening check - phonics tracker	Dec
		Written assessment using assessment booklet.	Dec
	Reading	Bench mark for correct colour/phonetic link	Dec
		NFER	Assessment week
	Writing	Assess against Tick sheets for content	Dec
	Maths	NFER	Autumn 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge	For each unit block throughout term

		Google Forms - Mini quizzes to assess understanding	
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
Year 3	Phonics (lowest 20%/those who did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Dec
		Screening check 2018 - phonics tracker	Dec
		Written assessment using assessment booklet.	Dec
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Assessment Week
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Assessment Week
	Writing	Assess against Tick sheets for content	Dec
	Writing	Writing Moderation in Phases	Autumn 2
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner

Year 4	Phonics (lowest 20%/those that did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Dec
		Screening check 2018 - phonics tracker	Dec
		Written assessment using assessment booklet.	Dec
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Assessment week
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Assessment Week
	Writing	Assessed against writing Tick sheets	Dec
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding.	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 5	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Assessment week
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Assessment week
	Writing	Assessed against writing tick sheets	Dec
	Maths	NFER	Assessment week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding.	For each unit block throughout term

	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding.	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Dec
Year 6	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Autumn 2
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Autumn 2
	Writing	Assessed against writing tick sheets	Dec
	Maths	NFER	Autumn2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding.	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding.	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Dec

Spring Term Assessment Timetable

January - April

Year group	Area	what/where	Completed
Reception	Development Matters	Assess against Development Matters age bands 30-50Months /40-60months/ELG	Spring 1
	Communication & Language PSED Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	Completing separate assessment sheets for Literacy, Numeracy and PSED skills Observations and assessments within the learning environments (ongoing) Update Classroom Monitor	
	Phonics	Assess phonic knowledge Phase 2 /3	Spring 1
		Assess handwriting - letter formation of sounds taught	Spring 1
	SPAG	Keyring / HFW check	Spring 1
	Reading	Assess reading Bug Club Lilac/Pink/Red or Jelly and Bean Books	Spring 1
	SEN	Assess children to see who requires intervention / support / remove support?	Spring 1
Year 1	Phonics	Reading - phase 2-5 - Phonic Tracker	Feb
		Screening check - phonics tracker	Feb
	SPAG	Keyring/HFW check	Spring 1
	Reading	Bench mark for correct colour/phonetic link	Feb
	Writing	Writing moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	Unit blocks
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block

	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
		Complete 4+1 for children identified as having problems	Spring 1
Year 2	Phonics	Reading - phase 2-5 - Phonic Tracker	Feb
	SPAG	Keyring/HFW check	Feb
	Reading	Bench mark for correct colour/phonic link	Feb
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
Year 3	Phonics (lowest 20%/those that did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Feb
		Screening check - phonics tracker	Feb
	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonic link	Half termly
	Writing	Writing Moderation in Phases	Spring 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block throughout term

	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 4	Phonics (lowest 20%/those who did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Feb
	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonic link	Half termly
	Writing	Writing Moderation in Phases	Spring 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 5	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonic link	Half termly
	Writing	Writing Moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner

		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Spring 2
Year 6	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonic link	Half termly
	Writing	Writing Moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Spring 2
Half Term			
Reception	Development Matters	Assess against Development Matters age bands 30-50Months /40-60months/ELG	Spring 2
	Communication & Language PSED Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	Completing separate assessment sheets for Literacy, Numeracy and PSED skills Observations and assessments within the learning environments (ongoing) Update Classroom Monitor	
	Phonics	Assess phonic knowledge Phase 2 /3 - using Phonic Tracker	Spring 2
		Assess handwriting - letter formation of sounds taught	Spring 2
	SPAG	Keyring / HFW check Reading and writing	Spring 2

	Reading	Assess reading Bug Club Lilac/Pink/ Red or Jelly and Bean Books	Spring 2
	SEN	Assess children to see who requires intervention / support / remove support?	Spring 2
Year 1	Phonics	Reading - phase 2-5 - Phonic Tracker	Spring 2
		Screening check - phonics tracker	Spring 2
		Written assessment using assessment booklet.	Spring 2
	SPAG	Keyring/HFW check	Spring 2
	Reading	Bench mark for correct colour/phonetic link	Spring 2
		NFER	Assessment Week
	Writing	Assessed using writing tick sheet	Dec
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	Unit blocks
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
		Complete 4+1 for children identified as having problems	On going
Year 2	Phonics	Reading - phase 2-5 - Phonic Tracker	Spring 2
		Screening check - phonics tracker Any children who did not pass the screening check.	Spring 2
		Written assessment using assessment booklet.	Spring 2
	SPAG	Keyring/HFW check	Spring 2
	Reading	Bench mark for correct colour/phonetic link	End of Spring 2

		NFER	Assessment Week
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
Year 3	Phonics (lowest 20%/those that did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	End of Spring 2
		Screening check 2018 - phonics tracker	End of Spring 2
		Written assessment using assessment booklet.	End of Spring 2
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Assessment Week
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Assessment Week
	Writing	Writing Moderation in Phases	Spring 2
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or

			sooner
		Timetable of provision created	Half termly or sooner
Year 4	Phonics (lowest 20%/those that did not pass screening check)	Reading - phase 2-6 - Phonic Tracker	
		Screening check - phonics tracker	
		Written assessment using assessment booklet.	
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Spring 2
	Reading	Bench mark for correct colour/phonetic link	Half termly
		NFER	Spring 2
	Writing	Assessed using writing tick sheets	Spring 2
	Maths	NFER	Spring 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
Year 5	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Spring 2
	Reading	Bench mark for correct colour/phonetic link	Half termly
		NFER	Spring 2
	Writing	Writing Moderation in Phases	Spring 2

	Maths	NFER	Spring 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Spring 2
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Assessment Week
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Assessment Week
Year 6	Writing	Writing Moderation in Phases	Spring 2
	Maths	NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography /DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Spring 2

Summer Term Assessment Timetable

April - July

Year group	Area	What/where	Completed
Reception	Development Matters	Assess against Development Matters age bands 30-50Months /40-60months/ELG	Summer 1
	Communication & Language PSED Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	Completing separate assessment sheets for Literacy, Numeracy and PSED skills Observations and assessments within the learning environments (ongoing) Update Classroom Monitor	
	Phonics	Assess phonic knowledge Phase 2 /3 input on Phonic Tracker	Summer 1
		Assess handwriting - letter formation of sounds taught	Summer 1
	SPAG	Keyring / HFW check Reading and writing	Summer 1
	Reading	Assess reading Bug Club Lilac/Pink/ Red or Jelly and Bean Books	Summer 1
Year 1	SEN	Assess children to see who requires intervention / support / remove support?	Summer 1
	Phonics	Reading - phase 2-5 - Phonic Tracker	Summer 1
		Screening check - phonics tracker	
		Phonics Screening check - National	June 2022?
	SPAG	Keyring/HFW check	Summer 1
	Reading	Bench mark for correct colour/phonetic link	Summer 1
	Writing	Writing moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	Unit blocks
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess	For each unit block

		understanding	
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
		Complete 4+1 for children identified as having problems	Summer 1
Year 2	Phonics	Reading - phase 2-5 - Phonic Tracker	Summer 1
	SPAG	Keyring/HFW check	Summer 1
	Reading	Bench mark for correct colour/phonic link	Summer 1
		SATs	May
	Maths	SATs	May
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
Year 3	Phonics (lowest 20% / those who have not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Summer 1
	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonic link	Half termly
	Writing	Writing Moderation in Phases	

	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 4	Phonics (lowest 20%/ who have not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Summer 2
	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonic link	Half termly
	Writing	Writing Moderation in Phases	
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
	Year 5	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Summer 2
		Bench mark for correct colour/phonic link	Half termly
		NFER	Summer 2

	Writing	Writing Moderation in Phases	Summer 2
	Maths	NFER	Summer 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Science	Mind Map at the start and end of subject for assessment of subject knowledge	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Summer 2
Year 6	SPAG	Keyring/HFW check/national curriculum words	Half termly
		SATs	9th - 12th May 2022
	Reading	Bench mark for correct colour/phonic link	Half termly
		SATs	9th - 12th May 2022
	Maths	SATs	9th - 12th May 2022
	Science	Mind Map at the start and end of subject for assessment of subject knowledge	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s).	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
Half Term			

Reception	Development Matters Communication & Language PSED Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	Assess against Development Matters age bands 30-50Months /40-60months/ELG Completing separate assessment sheets for Literacy, Numeracy and PSED skills Observations and assessments within the learning environments (ongoing) Update Classroom Monitor	Summer 2
	Phonics	Assess phonic knowledge Phase 2 /3 input on Phonic Tracker	Summer2
		Assess handwriting - letter formation of sounds taught	Summer 2
	SPAG	Keyring / HFW check Reading and writing	Summer 2
	Reading	Assess reading Bug Club Lilac/Pink/ Red or Jelly and Bean Books	Summer 2
	SEN	Assess children to see who requires intervention / support / remove support?	Summer 2
Year 1	Phonics	Reading - phase 2-5 - Phonic Tracker	Summer 2
		Phonics Screening check - National	June 2022?
		Written assessment using assessment booklet.	Summer 2
	SPAG	Keyring/HFW check	Summer 2
	Reading	Bench mark for correct colour/phonic link	Summer 2
		NFER	Summer 2
	Writing	Writing moderation in Phases	
	Maths	NFER	Summer 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	Unit blocks
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block

	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
		Complete 4+1 for children identified as having problems	Summer 2
Year 2	Phonics	Reading - phase 2-5 - Phonic Tracker	Summer 2
	SPAG	Keyring/HFW check	Summer 2
	Reading	Bench mark for correct colour/phonic link	Summer 2
	Writing	Assessed against writing tick sheets	Summer 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets	Half termly or sooner if completed
		Timetable of provision created	Half termly or sooner
Year 3	Phonics	Reading - phase 2-6 - Phonic Tracker	Summer 2
		Screening check - phonics tracker (lowest 20% / those who have not pass screening check)	Summer 2
		Written assessment using assessment booklet.	Summer 2
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Summer 2
	Reading	Bench mark for correct colour/phonic link	Half termly
		NFER	Summer 2

	Writing	Assessed against writing tick sheets	Summer 2
	Maths	NFER	Summer 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 4	Phonics (lowest 20% / who have not pass screening check)	Reading - phase 2-6 - Phonic Tracker	Summer 2
		Screening check - phonics tracker	Summer 2
		Written assessment using assessment booklet.	Summer 2
	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Assessment Week
	Reading	Bench mark for correct colour/phonetic link	Half termly
		NFER	Assessment Week
	Writing	Assessed against writing tick list	End of Summer 2
	Maths	Multiplication check	Summer 2 (June 2022)
		NFER	Assessment Week
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term

	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
Year 5	SPAG	Keyring/HFW check/national curriculum words	Half termly
		NFER test	Summer 2
	Reading	Bench mark for correct colour/phonetic link	Half termly
		NFER	Summer 2
	Writing	Assessed against writing tick sheets	Summer 2
	Maths	NFER	Summer 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner
		Phonics tracker for any pupils with gaps in phases	Summer 2
Year 6	SPAG	Keyring/HFW check/national curriculum words	Half termly
	Reading	Bench mark for correct colour/phonetic link	Half termly
	Writing	Writing Moderation in Phases/external.	Summer 2
	Science	Mind Map at the start and end of subject for assessment of subject knowledge Google Forms - Mini quizzes to assess understanding	For each unit block throughout term

	Foundation (History/Geography/DT)	Mind map for subject knowledge at beginning and end of unit(s). Google Forms - Mini quizzes to assess understanding	For each unit block throughout term
	Creative Curriculum (Art/Music/PE)	Teacher assessment	Ongoing for each topic taught
	SEN	Update ITP targets for Maths and Lang/Lit	Half termly or sooner
		Timetable of provision created	Half termly or sooner