Norton St Nicholas CofE (VA) Primary

Assessment Policy
Assessment and reporting practices

The DfE announced in 2013 that there would no longer be National Curriculum levels, and that schools would have to set up their own way of assessing pupils from September 2014. This document explains what and how we assess pupils learning at Norton St. Nicholas.

Assessment will take place in the following ways:

Formative		Summative
Day to Day	**Periodic**	**End of Key Stage**
Close Up **Success Criteria** **Peer/Self-assessment** **Effective questioning** **Effective Feedback**	**Standing Back** **Tracking Pupil Progress** **Informing Future Planning**	**Transitions** **Public View** **Assessments** **End of Year Reports**
Recognising success and looking for improvements		Moderation and reporting standards

Day to Day

There will be ongoing day to day assessments in every classroom and this will be of a very formative nature – they take place to guide the staff and pupils in their learning – identifying successes in learning, next steps in learning, learning challenges, further practice, etc. This process based on the effective feedback from staff and the reciprocal work by pupils to respond to the feedback given. Such feedback will be written or verbal and can be given by teachers, teaching assistant, peers and self. There are many other approaches that staff will use to gather daily formative assessment knowledge such as exit surveys, quizzes and cooperative learning strategies.

"When the cook tastes the soup, that's formative; when the guests tastes the soup, that's summative."

Periodic

At Norton St. Nicholas there are periodic assessments; these take place termly and more formally assess the learning of the pupil. Each term every teacher will decide how closely the children in their class are working to the Age Related Expectations of the year group. The pupil will be working:

- **Entering** – evidence of a few aspects of the subject expectations for the year group.
- **Developing** – secure in many aspects of the subject expectations for the year group.
- **Securing** – secure in most of the subject expectations for the year group
- **Mastering/Deepening** – secure in all, or almost all, of the subject expectations for the year group.

Further guidance on this system:
- The subject expectations are taken from the National Curriculum 2014.
- This is a based on the locally agreed Hertfordshire system of assessing and tracking summative pupil progress.
- It is expected that pupils make three steps of progress in each academic year; they enter the year group learning expectations, develop in their understanding and then secure the key objectives of the year group areas of

study; this may or may not be termly. Some children will make further progress and will leave the year group having mastered the curriculum for the year group.

- The formal progress outcomes data for each child in Reading, Writing and Mathematics is tracked through termly pupil progress meetings with year group staff, InCo and the Headteacher.
- The end of year achievement of pupils in Science, IT and RE are also tracked by subject leaders.

End of Key Stage
There are several key points in children's education where more statutory formal assessments are required. These are currently at the end of each Age Phase – at the end of EYFS, at the end of Key Stage 1 and at the end of Key Stage 2. A Phonics screening is also carried out in the summer term in Year 1. These are statutory assessments and reported for public view at a Local and National level.

Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage this will determine if a Good Level of Development has been reached in the Early Learning Goals.

Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. In Year 2 children will be teacher assessed using nationally produced materials in a Reading test, a Spelling, Grammar and Punctuation test and in a mathematics test. These papers will be internally marked by their teachers to determine in the national expectation of learning has been met. Each child will receive a graded score to determine this. In Year 6 the children will be assessed in a similar manner, however, these national materials are marked externally.

Pupils starting Reception will have a baseline assessment to establish the pupils' abilities at the beginning of Early Years, so that subsequent progress in achievement can be compared with, and measured against, expected norms. At Norton St. Nicholas we make use of Early Excellence materials to complete the Reception Baselines.

Fundamental Principles of Assessment
All assessment should:
- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- enable parents to be involved in their child's progress

Roles & Responsibilities
Teachers and Teaching Assistants are responsible for carrying out summative and formative Assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Coordinator is responsible for ensuring that:
- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets as required
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current assessment policy and practice.

The Headteacher is responsible for:
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to under achievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils make towards their end-of-Year targets at mid-year and end-of-year pupil progress meetings

Subject Leaders are responsible for:
- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation
Senior managers and the Assessment Co-ordinator will take over all responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 assessments are moderated every three years by the LA; Year 6 Writing assessment will be moderated in conjunction with local clusters and with the Local Authority. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Monitoring Progress
The Headteacher and Inco meet with each class teacher termly to review the progress children are making.

Reporting
We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work. Every term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, in the Autumn Term, we offer parents the opportunity to discuss their child's start to their new school year and how well they have settled into their learning. At the second meeting of the year, in the Spring Term, we evaluate the pupil's progress to date and identify strengths and areas to be developed further. In the summer term there is an opportunity to review the annual school report if required and the chance to meet their child's new teacher.

An end of year annual report is a written report of each child's progress and achievements during the year. In this report, we state if the child is working at Age Related Expectations in Reading, Writing and Mathematics using the language, towards, at or beyond and we also identify target areas for the child's continued learning.

In the reports for pupils in Year 2 and 6, we also provide details of the levels achieved in the statutory tests. We also report the results of the Year 1 Phonics Screening Check at this time.

Reviewed: October 2016

Next review Date: November 2017

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010

Appendix 1 – Assessment Schedule
What, when and how we assess

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
			Year 6		
Autumn	Beginning.	Baseline Assessment in Reading, Writing and Maths.	Old Sats Papers	Class Teacher	Grid analysis – Informs teaching and target groups.
	End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers. Abacus.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	End of each half term	Spelling, Grammar and Punctuation	Written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Ongoing – at least once per half term	Year 6 Maths Curriculum	Past SATs Papers	Class Teacher	Grid analysis – Informs teaching and target groups.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Spring	End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers. Abacus.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	End of each half term	Spelling, Grammar and Punctuation	Written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Ongoing – at least once per half term	Year 6 Maths Curriculum	Past SATs Papers	Class Teacher	Grid analysis – Informs teaching and target groups.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Summer	End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers. Abacus.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	End of each half term	Spelling, Grammar and Punctuation	Written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Ongoing – at least once per half term	Year 6 Maths Curriculum	Past SATs Papers	Class Teacher	Grid analysis – Informs teaching and target groups.
	May	Reading, Maths, Writing, SP&G	End of KS2 Formal Assessment (Statutory Assessment)	Class Teacher/Head Teacher/	Tests are sent off for Outside Marking.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Ongoing	Weekly	Spelling tests.	Dictated Spelling Test	Class Teacher	Spelling results tracked by class teacher.
	Weekly	Mental Arithmetic – review of work done at home.	Schofield and Sims – 'I can Mental Arithmetic' Books.	Class Teachers	Results recorded by class teachers which then informs following week's teaching.
	Weekly formative assessments - in lessons.	Science	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.
	Weekly formative assessments - in lessons.	IT	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.
	Weekly formative assessments - in lessons. Half Termly Teacher Assessments.	RE	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.

In addition to the above staff in Year 6 use the ITAF to support Teacher Assessments

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
			Year 5		
Autumn	Autumn Term 1 & 2 – End of each half term	Maths	Arithmetic, Problem Solving and Reasoning Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Spring	Spring Term 1 & 2 – End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Summer	Summer Term 1 & 2 – End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Ongoing	Weekly	Spelling tests.	Dictated Spelling Test	Class Teacher	Spelling results tracked by class teacher.
	Weekly	Mental Arithmetic – review of work done at home.	Schofield and Sims – 'I can Mental Arithmetic' Books.	Class Teachers	Results recorded by class teachers which then informs following week's teaching.
	Weekly formative assessments - in lessons.	Science	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.
	Weekly formative assessments - in lessons.	IT	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.
	Weekly formative assessments - in lessons.	RE	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade. Termly Teacher Assessments.

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
			Year 4		
Autumn	Autumn Term 1 & 2 – End of each half term	Maths	Arithmetic, Problem Solving and Reasoning Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Spring	Spring Term 1 & 2 – End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to As'ment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to As'ment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Summer	Summer Term 1 & 2 – End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Ongoing	Autumn Term 1 & 2 – End of each half term	Maths	Arithmetic, Problem Solving and Reasoning Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to As'ment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.

Term	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
Year 3					
Autumn	Autumn Term 1 & 2 – End of each half term	Maths	Arithmetic, Problem Solving and Reasoning Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Spring	Spring Term 1 & 2 – End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to As'ment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to As'ment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Summer	Summer Term 1 & 2 – End of each half term	Arithmetic, Problem Solving and Reasoning	Summative test papers.	Class Teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	Half Termly assessments	SP&G	Spelling, Grammar and Punctuation Summative written tests.	Class Teacher	Individual targets given to children. Children work on targets using Spag Bootcamp.
	Half termly assessments	Reading	Comprehension resources. Summative tests.	Class teacher	Input results onto assessment tracker online. Print off and send to Assessment Coordinator for input into AM7.
	On-going at the end of each unit of work.	Assess against Herts Writing Objectives.	Work samples. A range of different genres and cross curricular sample both edited and unaided.	Class teacher	Evidence for Portfolio. Teacher to update writing tracking grid. Results send to Assessment Coordinator for input into AM7.
	End of term	Writing	Use Oxford Writing Criterion Scales	Class Teacher	Review and set targets. For tracking.
Ongoing	Weekly	Spelling tests.	Dictated Spelling Test	Class Teacher	Spelling results tracked by class teacher.
	Weekly	Mental Arithmetic – review of work done at home.	Schofield and Sims – 'I can Mental Arithmetic' Books.	Class Teachers	Results recorded by class teachers which then informs following week's teaching.
	Weekly formative assessments - in lessons.	Science	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.
	Weekly formative assessments - in lessons.	IT	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.
	Weekly formative assessments - in lessons. Half Termly Teacher Assessments.	RE	Formative	Class Teacher	Teacher assessment informs next steps for planning and overall final grade.

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
			Year 2		
Autumn	End of Autumn Term (1st half)	ICT –	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Autumn Term (1st half)	Maths	Progress Check	Class Teacher	Attainment data input. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Autumn Term (1st half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed Tracker folder updated
	End of Autumn Term (2nd half)	Maths	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Autumn Term	Reading Comprehension	Comprehension progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data passed to new class teacher..
	End of Autumn Term	Phonics (for those who *have yet to pass* the Screening Check)	1:1 assessment	Class Teacher/TA	Whole school Phonics assessment records updated and data used to inform target groups and future planning.
	End of Autumn Term (2nd half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Autumn Term (2nd half)	Writing	Unaided writing (at least 1 piece) using Oxford Writing Criterion Scales	Class Teacher	Teacher assessed Tracker folder updated
Spring	End of Spring Term (1st half)	Maths	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Spring Term (1st half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Spring Term (1st half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed Tracker folder updated
	End of Spring Term (2nd half)	Maths	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Spring Term (2nd half)	Writing	Unaided writing (at least 1 piece) using Oxford Writing Criterion Scales	Class Teacher	Teacher assessed Tracker folder updated
	End of Spring Term (2nd half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Spring Term	Phonics (for those who *have yet to pass* the Screening Check)	1:1 assessment	Class Teacher/TA	Whole school Phonics assessment records updated and data used to inform target groups and future planning.
	End of Spring Term	Reading Comprehension	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data passed to new class teacher..
Summer	End of Summer Term (1st half)	Maths	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Summer Term (1st half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Summer Term (1st half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed Tracker folder updated
	End of Summer Term (2nd half)	Maths	Progress Check	Class Teacher	Attainment data updated and discussed with new class teacher.
	Summer Term	Maths - all areas of learning	Maths KS1 National Curriculum Test *Statutory assessment*	Class Teacher	Data submitted to County and recorded on AM7

Summer Term	SPaG (GAPS) – spelling, punctuation and grammar	KS1 National Curriculum Test **_Statutory assessment_**	Class Teacher	Data submitted to County
End of Summer Term (2nd half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH and passed to next class teacher.
End of Summer Term (2nd half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed Tracker folder updated and passed to next class teacher
End of Summer Term	Phonics (for those who _have yet to pass_ the Screening Check)	1:1 assessment	Class Teacher	Data submitted to county and recorded on AM7.
End of Summer Term	Reading Comprehension	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data passed to new class teacher.
In addition to the above staff in Year 2 use the ITAF to support Teacher Assessments				

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
			Year 1		
Autumn	End of Autumn Term (1st half)	Maths – number, addition & subtraction, multiplication & division, shape.	Progress Check	Class Teacher	Attainment data input. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Autumn Term (1st half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed – results used to inform future planning and identify target children. Tracker folder updated
	End of Autumn Term (1st half)	ICT – Word processing, logging in.	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Autumn Term (2nd half)	Maths - number, addition & subtraction, measures and shape.	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Autumn Term (2nd half)	Writing	Unaided writing (at least 1 piece) using Oxford Writing Criterion Scales	Class Teacher	Teacher assessed – results used to inform future planning and identify target children. Tracker folder updated
	End of Autumn Term	Reading Comprehension	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children.
	End of Autumn Term (2nd half)	ICT – The Snail	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
Spring	End of Spring Term (1st half)	Maths – number, addition & subtraction, measures and shape.	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Spring Term (1st half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Spring Term (1st half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed – results used to inform future planning and identify target children. Tracker folder updated
	End of Spring Term (2nd half)	Maths - number, fractions, decimals, ratio, proportion, addition & subtraction, multiplication & division and measures.	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Spring Term	Reading Comprehension	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children.
	End of Spring Term	Phonics	1:1 assessment	Class Teacher/TA	Whole school Phonics assessment records updated and data used to inform target groups and future planning.
	End of Spring Term (2nd half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH
	End of Spring Term (2nd half)	Writing	Unaided writing (at least 1 piece) using Oxford Writing Criterion Scales	Class Teacher	Teacher assessed – results used to inform future planning and identify target children. Tracker folder updated
Summer	End of Summer Term (1st half)	Phonics	Year 1 Phonics Screening Check *Statutory assessment*	Class Teacher	Data submitted to County and recorded on AM7
	End of Summer Term (1st half)	Writing	Unaided writing (at least 1 piece)	Class Teacher	Teacher assessed – results used to inform future planning and identify target children. Tracker folder updated
	End of Summer Term (1st half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH

	End of Summer Term (1st half)	Maths – number, fractions, decimals, ratio, proportion, addition & subtraction and measures.	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data used to inform future planning and to identify target children. Class assessment tracker updated.
	End of Summer Term (2nd half)	Writing	Unaided writing (at least 1 piece) using Oxford Writing Criterion Scales	Class Teacher	Teacher assessed. Tracker folder updated and passed to next class teacher.
	End of Summer Term	Reading Comprehension	Progress Check	Class Teacher	Attainment data updated, tracked and analysed. Data passed to new class teacher.
	End of Summer Term (2nd half)	ICT	Observations and teacher assessment	Class Teacher	Tracker sheet given to EH and passed to next class teacher.
	End of Summer Term (2nd half)	Maths - number, fractions, decimals, ratio, proportion, addition & subtraction, multiplication & division and measures.	Progress Check	Class Teacher	Attainment data updated and discussed with new class teacher.

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
			EYFS2		
Autumn	Within the first 6 weeks of starting school	Attainment on entry - Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning ***Statutory assessment***	Observations and informal assessments, alongside information from previous settings and home information	Early Years Practitioners	Baseline Assessments reported to County. Baseline used for in-school for AM7 tracking.
	End of the Autumn Term	Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning	Observations and informal assessments.	Early Years Practitioners	AM7 Early Years Outcomes Data updated.
	End of Autumn Term	Baseline Phonics assessment	Observations and 1:1/small group assessments	Early Years Practitioners	Whole school Phonics assessment records updated and data used to inform target groups and future planning
	End of Autumn Term	Baseline Maths assessment (number, shape, space and measure)	Observations and 1:1/small group assessments	Early Years Practitioners	Class assessment records and data used to inform target groups and future planning
Spring	End of the Spring Term	Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning	Observations and informal assessments.	Early Years Practitioners	AM7 Early Years Outcomes Data updated.
	End of Autumn Term	Phonics assessment	Observations and 1:1/small group assessments	Early Years Practitioners	Whole school Phonics assessment records updated and data used to inform target groups and future planning
	End of Autumn Term	Maths assessment (number, shape, space and measure)	Observations and 1:1/small group assessments	Early Years Practitioners	Class assessment records updated and data used to inform target groups and future planning
Summer	End of the Summer Term	Exit data - Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning and EYFSP Early Learning Goals. ***Statutory assessment***	Observations and informal and adult supported assessments.	Early Years Practitioners	AM7 Early Years Outcomes Data updated and reported to County. EYFSP data reported to County. Exit data moderated and shared with KS1.

Term	When we assess	What we assess	How we assess – what we use	Who assesses	Assessment outcomes/ next steps
EYFS1					
Autumn	Within the first 6 weeks of starting school	Attainment on entry - Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning.	Observations and informal assessments, alongside information from previous settings and home information	Early Years Practitioners	EYO Baseline data reported to County.
	End of the Autumn Term	Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning	Observations and informal assessments.	Early Years Practitioners	AM7 Early Years Outcomes Data updated.
Spring	End of the Spring Term	Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning	Observations and informal assessments.	Early Years Practitioners	AM7 Early Years Outcomes Data updated.
Summer	End of the Summer Term	Exit data - Early Years Outcomes across 3 Prime and 4 Specific Areas of Learning	Observations and informal and adult supported assessments.	Early Years Practitioners	AM7 Early Years Outcomes Data updated.