



Assessment Policy

Delegated approval required from: Headteacher

Required level of approval: Headteacher

Review frequency: Every 2 years

For Review by: Summer 2026

Signed
(Delegated approver)

Date: ___/___/___

Please see also our separate policy on feedback and associated procedures for marking.

Rationale

We strongly adhere to the principle that assessment, like marking, should be manageable and meaningful. It therefore needs to be highly efficient in providing teachers with the information they need to plan very effective lessons for their pupils. Assessment is also key to holding ourselves to account for the outcomes we help to generate for pupils.

1 Day-to-day teacher assessment – providing the basis for planning.

- 1.1 At Pensford, we are reflective teachers. We assess pupils' answers to carefully thought-out questions during lessons, and adapt our teaching accordingly. We also adapt lessons in the light of pupils' written work that we read and assess during those lessons themselves.
- 1.2 For close tracking of pupils (for example, disadvantaged pupils, and those with SEND, we may sometimes use ARE (Age-Related-Expectations) grids. These detail each of the national curriculum objectives in the core subjects by year group. These grids are available on Insight.
- 1.3 Teachers review their own assessments, including their own informal notes, in order to focus on disadvantaged and other key children, identifying objectives that are still to be taught, those where a large number of children need further support, and those in which a minority of pupils need to have 'catch-up' work planned in order to keep up with their peers.

2 Medium Term assessment and reporting to others

- 2.1 In Years 1-6, we use tests in reading, and in maths, to provide a snapshot of attainment for every child in these subjects. In Year 2 and Year 6 we use past SATs papers. In Years 1, 3, 4 and 5 we use NfER tests for reading and White Rose Maths assessments in Terms 2 and 4 for maths. In the summer, we use NfER maths tests in order to comply with Trust policy by determining a scaled score in this subject.
- 2.2 We may use a test of English Punctuation, Grammar and Spelling (EGPS). EGPS results inform teacher assessment of writing, but the main writing assessment is based on criteria that are standard across schools in the Trust and beyond. For Reception, these criteria are detailed in the [Statutory Framework for the Early Years](#); for Years 1, 2, 3, 4 and 5 we use the Integra Teacher Assessment Criteria; for Year 6 we use the Teacher Assessment Framework documents for [Key Stage 2](#).
- 2.3 In all cases, we use the information gathered from the tests and assessments against criteria for writing to make a professional judgement about whether each child is *on track to meet* the expected standard (EXS) or greater depth standard (GDS) *by the end of the year*. It is this judgement that is recorded on Insight Tracker 3 times per year (end of Terms 2 and 4 and middle of Term 6) so that the Trust has access to that data. Children on track to meet EXS by the end of the year are recorded as 'On track'; those who are on track to meet GDS by the end of the year are recorded as 'Gtr. Depth'. The detail of how we record this information is provided by the Trust, in their document "TPT Assessment Data Guidance".

- 2.4 Children who are not on track for EXS, but who are being taught the typical curriculum for their year group in that subject, are recorded as 'Just Below'. They are on track to meet the 'Working Towards' standard (WTS) for the end of the year. This standard is not defined precisely for all year groups for reading and maths, but is detailed in the teacher assessment frameworks for Key Stages 1 and 2. For other year groups, we describe children who have achieved, or are close to achieving, some of the EXS criteria (but not all of them) as being at WTS. For writing, the standard is defined in the Integra Teacher Assessment Criteria booklet.
- 2.5 Children who are working below the typical curriculum for their age, and therefore being given work that is typical for a lower year group, are recorded as 'Below' on Insight tracker. They are *not* on track to meet WTS by the end of the year.
- 2.6 At the same points of the year (end of Term 2, Term 4 and middle of Term 6), in the Early Years (Reception class), we record whether children are 'on track' to meet each Early Learning Goal (ELG) by the end of the year. This is a professional judgement based on daily observations and interactions with children made with sound knowledge of the ELG criteria.
- 2.7 Three times a year (in Terms 2, 4 and 6), the headteacher uses the assessment tracking to provide a report on progress attainment across the school, including the data for all disadvantaged pupils. This provides a basis for updating action plans for subject leaders, keeps the governing body up to date, and informing the work of Trust advisers (including our Leadership Partner) and any other external support.
- 2.8 In order to support this evaluation, we focus on Scaled and Standardised scores as provided by the SATs and NfER accompanying documentation. While we recognize that Scaled and Standardised scores are different, we use both alongside each other. This is because the Y2 and Y6 national tests provide Scaled Scores, while NfER tests provide Standardised scores. See the Appendix below for an explanation of how we interpret these scores. We also use the difference in scores to help us measure progress within an academic year and from one academic year to the next.

3 Access arrangements

- 3.1 We are aware that many of our children have additional needs that make it difficult for them to demonstrate their knowledge in a particular subject in tests. Children who have difficulties with reading, or with maintaining focus, or with writing, are particularly affected. These attributes can be associated with conditions such as dyslexia or ADHD, for example.
- 3.2 In order to support children who experience these difficulties to access the tests, we apply the same principles in Key Stage 2 to those given in the access arrangements for Year 6 SATs. This means that children are given one or more of the following access arrangements, depending on their needs as assessed by the class teacher in conjunction with the SENDCO: 25% extra time, rest breaks, a scribe, a reader (except in the reading test), a prompter.
- 3.3 The above arrangements are used in Key Stage 2. In Key Stage 1, test arrangements are a little more flexible in any case, but we do apply the same principles where appropriate.

4 Moderation – how do we know we are right?

- 4.1 The English Subject Leader (ESL) and Mathematics Subject Leader (MSL) will moderate samples of work at intervals across the year, against the judgements made on the ARE grids by teachers. This may be done with the headteacher or an external advisor in order to quality assure the work of the subject leaders with their own classes. An initial check of teacher assessments against test outcomes will be made in reading and maths (see 3.2 below) and then, if necessary, a work scrutiny may be used to validate judgements. In writing, a sample of children's independent writing will be used to check judgements against the relevant criteria.
- 4.2 We also ensure that our Key Stage 2 teacher assessments in reading and mathematics are moderated by comparing them with test results. Key Stage 1 assessment is supported through short tests and tasks such as sample KS1 test papers, White Rose Maths Hub tests and Twinkl assessments. The results of these are used by the ESL and MSL to inform their moderation of teacher assessment and by the KS1 teacher to inform planning.
- 4.3 Our end of Key Stage 2 writing assessment, and (in 2023) KS1 teacher assessments are monitored by our chosen moderation authority, Integra. Integra are the moderators for BANES. This moderation happens on a cycle set by Integra, approximately every 3 years per key stage.
- 4.4 We moderate writing internally and externally each year, through engagement with Trust-wide moderation activities with other Trust schools. We may also use test scores in English Grammar, Punctuation and Spelling tests to support teacher judgements of writing. Our Senior Teacher is also a trained Key Stage 2 moderator, who checks samples of work across the school to ensure consistency.

5 Statutory End of Key Stage Assessment

- 5.1 We comply with all statutory assessment processes as detailed in the Assessment and Reporting Arrangements documents for the current year group for each of the three key stages covered by our school. We note that from 2024 there are no statutory requirements around end of Early Years or Key Stage 1 reporting, but that the statutory requirements remain for Key Stage 2.
- 5.2 The headteacher registers for weekly updates from the STA (sent out each Tuesday) so that practice is informed by the very latest guidance. Details from this guidance are disseminated to subject leaders and/ or class teachers as appropriate, by the headteacher.

6 Assessment in the Early Years

- 6.1 Foundation Stage staff use observations to aid their planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. We notice what the children are doing at the time and where possible, support their next steps in the moment. It helps us identify needs early on and provide the support the children want when they require it.
- 5.2 These observations also lead to planning future provision to support children's needs and interests. A significant part of the children's learning should come through play; however, the children are also taught essential skills and knowledge such as phonics, writing skills and number skills each day.

- 5.3 We assess the children's' communication, literacy and mathematical attainment within the first 6 weeks as part of the Department for Education's reception baseline assessment. This happens during short one-to-one practical tasks using physical resources. We also carry out our own baseline assessments to cover the Prime Areas and Specific Areas of learning and much of this is done through observation of the children at play and in response to the direct teaching provided. We only assess what we feel to be useful in helping us get to know the children and their learning needs.
- 5.4 The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

6 Assessment of the wider curriculum in Key Stages 1 and 2

For most subjects, this is done informally and in a practical way to support teachers' planning. It is not recorded centrally. Rather, teachers hold information in their heads and through informal note-taking that helps them to plan effectively. The effectiveness of this is judged through subject leader monitoring: observing lessons, talking to pupils and looking at the work they have recorded in their individual books and / or class floor books.

For the subjects that are key drivers for our topics (Geography, History, Science and – in the case of two topics Art and Design (for a KS1 topic) and Design Technology (for an Upper KS2 topic), we use Point of Progress (POP) tasks. Before starting to teach the topic, teachers determine key questions in the key driver subject that teachers will use to formally assess children's learning in the key driving subject for each Termly topic. We choose 5 short-answer questions (based on factual knowledge) and 3 longer-answer questions that challenge children to use the Reasoning and Language Pillars of the Pensford Curriculum to demonstrate deeper knowledge and understanding.

Teachers score the children's responses to these questions at the end of a unit and record the outcomes on Microsoft Teams (in the Teachers>Assessment folder). Subject leaders monitor these outcomes and use them to guide their support to teachers.

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Guidance for use of scaled and standardized scores for informing teacher assessment

As a rule, we determine who is *on track* as follows:

- Teacher judgement of writing based on their ongoing teacher assessment grids, and observations in the case of EYFS. For Y3-6 we expect to see good correlation between teacher assessment and any EGPS test results. We take a score of at least 80% in the Rising Stars EGPS test to indicate greater depth, and a score of 50%-79% to indicate the expected level.
- Teacher judgement of reading and maths in EYFS and Year 1 (Autumn), based on ongoing teacher assessment grids and observations in EYFS
- White Rose maths tests: We use an outcome of 50%+ to indicate a child is on track for EXS and an outcome of 85%+ to indicate that they are on track for GDS.
- NfER standardized scores for reading and maths in Years 2-5. We use the standardized scores as follows:

	AUTUMN	SPRING	SUMMER
Minimum standardized score to be <i>on track for the expected standard</i>	96	98	100
Minimum standardized score to be <i>on track for the higher/ greater depth standard</i>	116	118	120

Teachers will review the test results and may adjust the judgement of whether a child is on track if they have compelling evidence in the books or assessment tracking grids and this is agreed by the relevant subject leader and headteacher.

- Past paper scaled scores for reading and maths in Year 6. We use the scaled scores as follows:

	AUTUMN	SPRING	SUMMER
Minimum scaled score to be <i>on track for the expected standard</i>	96	98	100
Minimum scaled score to be <i>on track for the higher/ greater depth standard</i>	106	108	110

As above, the Y6 teacher will review the test results and may adjust the judgement of whether a child is on track if they have compelling evidence in their books or assessment tracking grids and this is agreed by the relevant subject leader and headteacher.